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ABSTRACT

College of the Canyons, California, is the only public institution of higher learning in the Santa Clarita Valley, and serves a 367-square mile area. This publication addresses the issues of planning, long-range strategic goals, and decision-making as they pertain to the College. The College has identified the strategic goals areas for 1998-2001 as Teaching and Learning; Student Support; Cultural Diversity; Human Resources; Institutional Advancement; Institutional Effectiveness; Financial Stability; Physical Resources; Campus Climate; Technical Advancement; and Innovation. The document also identifies local board policy on collegial consultation, including (1) What is meant by the term "shared governance"? (2) What needs to be done by local boards and academic senates to implement the regulations to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of academic and professional matters? (3) In adopting or modifying policy on academic and professional matters, does the governing board have to meet directly with the senate? The paper also addresses the roles of the academic senate and exclusive bargaining agent, students and staff, academic hiring procedures, and many other issues. Includes a glossary of terms and appendices addressing issues such as campus climate. (NB)

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Decision Making
at College of the Canyons

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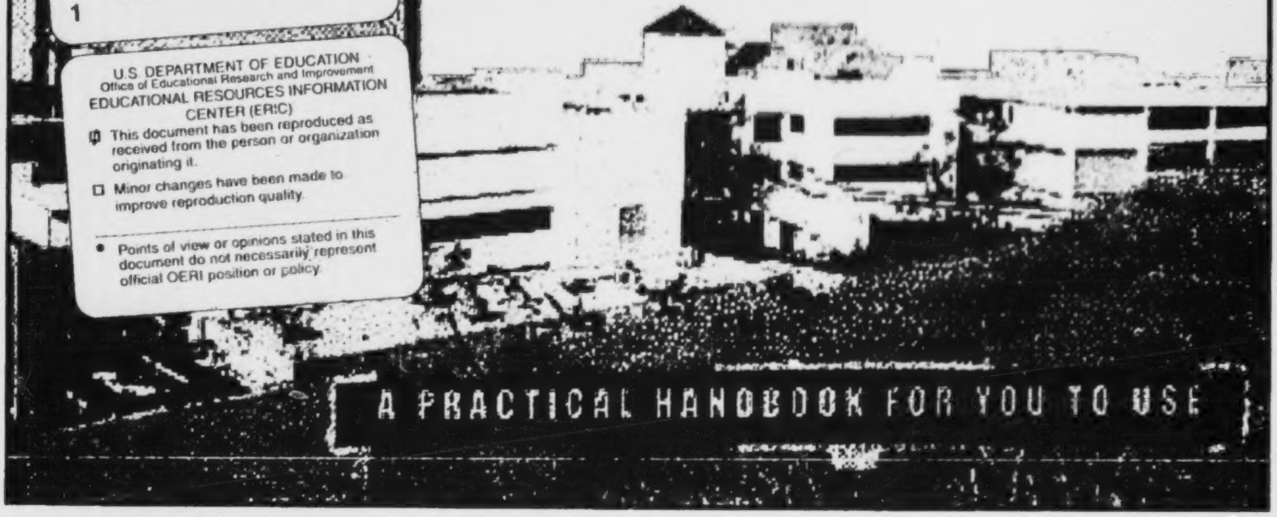

A PRACTICAL HANDBOOK FOR YOU TO USE

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Acknowledgments

This project was made possible through the efforts of many dedicated people at College of the Canyons! In keeping with our tradition of working together as a team, they produced this handbook for your use.

Thanks go to:

- Members of the College Planning Team and campus leaders for their thoughtful discussion and ideas about decision-making at College of the Canyons;

- Lenore Marta and Sherilyn Plevack for compiling the text, the charts, the backup, and so much more;

- Sue Bozman and Jan Keller for proofing the document and adding effective advice, and to;

- Lila Sude and John Green for designing and producing the final product.

We couldn't have done it without you all!

Dianne G. Van Hook, Leslie Bretall and Floyd Moos
Co-Chairs, College Planning Team

COLLEGE OF THE CANYONS

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Introduction

The intent of this publication is to describe the decision-making processes used at College of the Canyons so that everyone knows how to participate. The content defines key campus bodies, their responsibilities and their relationships with each other.

It also describes how individuals are involved in the various processes that lead to decisions, clarifies the focus of authority, responsibility and accountability for decisions, discusses the facets of decision-making as defined and proscribed by law and regulation, and reviews practices that are dictates of good common sense.

Effective decision-making is enhanced by purposeful communication of needs by and to those who are charged with making decisions, as well as those who are held accountable for the results of those decisions.

Dedication and good-faith efforts on the part of all involved in decision-making are critical to enhancing the college's ability to respond to opportunities, to solve problems, to develop strategies and to ensure the decisions made are in the best interests of the college, its long-range goals and the practical needs of day-to-day functioning.

The information in this guide provides the framework to enhance and improve the outcomes of our collegial consultation processes while providing a clear road map of how the college functions – from understandable organizational charts to clear descriptions of governance relationships.

This road map will – literally and figuratively – allow us to chart a clear course toward the future, together.

And, what an exciting future it will be!

Decision-Making Philosophy

College of the Canyons, as the only public institution of higher education in the Santa Clarita Valley, serves a 367-square-mile area. We are committed to providing educational opportunities and services of the best quality possible in an efficient manner that is user-friendly and responsive to the growing and diverse population in northern Los Angeles County. We value the shared involvement of our staff, which enables us to do so.

This shared involvement:

- Does not always imply total agreement;
- Does not require the same level of involvement by all participants at all times; and
- Places the ultimate responsibility for decisions with the CEO and Board of Trustees.

College of the Canyons' organizational functioning is predicated on our vision, our institutional values, our mission, our philosophy and our strategic goals. We promote an organizational structure that encourages the development of effective relationships and strives to enhance the capacity of our human resources to foster shared involvement in the decision-making processes of the district.

> *'We are where dreams and aspirations become reality.'*
> – ACOC Student

Approach to Decision-Making

The college maintains an open and inclusive organizational structure that enables staff members to participate in collegial consultation, decision-making and putting decisions into action.

We believe:

- Institutional direction is driven by information received from staff, students and the community;
- This helps us deliver a clear vision for our future;
- All employees should have a clear understanding of how they are connected to decision-making processes;
- It is important to achieve a balance of decentralized and centralized decision-making;
- Dynamic and continuous organizational improvement must be maintained through our structure and accountability processes by continually evaluating and redesigning what we do;
- In the importance of being flexible, responsive, and able to implement contingency plans to adjust to changing environments and ambiguous circumstances;
- In using "common sense" to guide what we do;
- In ensuring that our structures enhance our ability to maximize opportunities;
- We must define, explore and respond to emerging new developments and unforeseen challenges as they arise;
- We are capable of accepting and making the most of opportunities, whether they are expected or planned; and
- It is important to seek input and direction from the college and community in policy and curriculum development.

The Benefits

In return, because we value employee participation and seek to involve others, we enjoy a number of benefits. More of our staff:

- Understand and support decisions
- Commit to help implement the decisions that are made
- Understand and participate across the college as members of teams to work on objectives of mutual interest (versus territoriality)
- Act in a trustworthy manner, cooperate, demonstrate mutual understanding, coordinate with others, and identify with other members of their team
- Utilize their analytical skills and showcase their expertise
- Have access to leadership opportunities
- Take responsibility and share accountability for outcomes related to fulfilling our Mission Statement

Vision, Mission & Philosophy

College of the Canyons is a high-quality institution staffed by very special people. It is one of the best – if not the best – community college in California. The staff of the college has worked hard and enjoys a sense of community that makes us different from the rest. We are committed to maintain this sense of community as we grow, change and improve.

One of the characteristics of College of the Canyons that makes it a great place to work is that its leadership across the campus is strongly committed to valuing people – the people the college serves and the people who do the serving. Elements of that value are evident in our:

Vision

College of the Canyons is dedicated to enhancing our reputation as a leading two-year college, recognized locally, regionally and statewide for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, and the sense of community that we provide to our students and staff.

Our Mission

College of the Canyons is a learning-centered community college that provides academic education and workforce training at the lower-division level, to all capable of profiting from instruction. The faculty and staff promote substantive personal growth and intellectual progress of learners by combining time-proven concepts with the latest technological advances.

A Tradition of Excellence

College of the Canyons is one of the best – if not the best – community college in California. Its staff has worked hard and enjoys a sense of community that is unique and sets it apart from the rest.

Philosophy

We believe in:

TEACHING & LEARNING
We honor and reward high performance in teaching and learning.

RESPECT FOR ALL PEOPLE
We foster a campus climate characterized by civility, collegiality and tolerance. We encourage honesty, integrity and social responsibility.

COMMUNITY PARTNERSHIPS
We create lasting relationships, providing the foundation of success for chosen current and future partnerships with local schools, colleges and universities, businesses, government, and social agencies.

These partnerships advance the educational, intellectual, artistic, civic, cultural, and economic aspirations of our surrounding community.

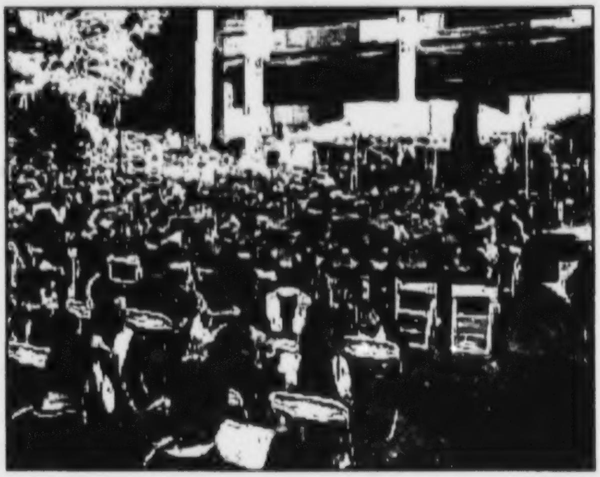
EXCELLENCE
We set the highest standards for ourselves and support the professional development of faculty, staff and administrators.

CREATIVITY & INNOVATION
We provide an environment conducive to innovation and creativity. We encourage members of the college community to embrace changes that will enhance the college's mission.

We create lasting and substantial relationships with the community we serve, advancing the educational, intellectual, artistic, civic, cultural and economic aspirations of the Santa Clarita Valley.

Planning at College of the Canyons

The next decade in California higher education will be fast paced, challenging, and demanding for public agencies as we seek to attain flexibility in a myriad of rigid structures. Change is in the air, and while change is integral to the health, development and continued improvement of our colleges, the changes that are coming will not be welcomed by all concerned. In fact, they will likely be greeted by intense resistance from many quarters:



- Increased demands for service will collide with a more or less permanent shortage of funds.

- Externally, the general public and elected officials who represent the public will react negatively if we cannot meet the community's needs.

- Internally, we will struggle with reorienting our old habits and comfortable patterns as we realize what resources and opportunities we have taken for granted as well as what we need to do to make the most of those ahead.

In order to make the most of the opportunities presented at College of the Canyons, we commit to continue to discuss, explore, debate, investigate and plan for our future.

Planning Dividends

Our accomplishments over the past 33 years have given us a solid foundation and proud history on which to build. The focus of our efforts every year will be to continue to refine our action strategies so they more adequately allow us to work toward achieving results of which we can be proud. As we plan, our approach to providing leadership is built on the following:

- Our operations, infrastructure and our teaching and learning processes need to continue to improve and adjust to the demands of a diversified student body as well as to internal and external forces.

Primary Mission

As we improve, we will not lose sight of our primary mission, our impact on student learning, our commitment to excellence and our shared vision for the future as reflected in our Strategic Plan.

- As we seek to constantly improve our current ways of doing things, we will base our quest for improvement on a sense of pride for what we have accomplished and a sense of enthusiasm for the future.

Why Plan?

Planning with a knowledge base and a coherent set of tools enables us to analyze complex situations in a context that is meaningful and useful, as well as develop a clear plan to move ahead.

Planning is a way to stretch people's thinking and explore our future in ways that would not occur if defined processes were not in place.

Planning enables us to identify – in advance – challenges that may be problematic and to explore solutions to minimize risks and mximize opportunities.

Planning is a way to organize data and information into useful and understable forms.

Planning is a way to define and encourage interrelationships among people and resources that exist – as well as those that should, but don't.

Planning is a dynamic process that permits members of the college community, both internal and external stakeholders, to discuss, explore solutions and make continual adjustments in response to ever-changing environments.

Planning...

- Assesses internal and external environments;
- Analyzes trends;
- Makes assumptions about the future;
- Is achievement-oriented;
- Is participatory and tolerant of conflict and controversy, and;
- Enables the institution to respond quickly to changing conditions.

Planning is not...

- A blueprint to follow rigidly;
- A set of platitudes;
- A personal vision;
- An explanation of departmental plans;
- An analysis of conditions and trends; or
- An elimination of risks.

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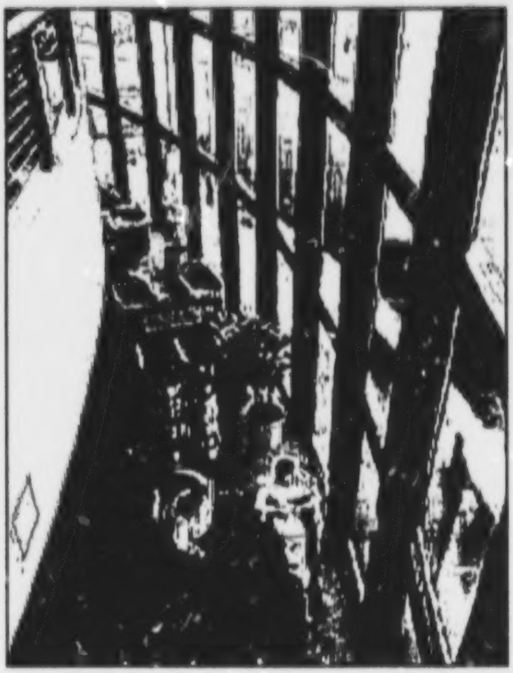
Long-Range Strategic Goals



The Strategic Plan is both driven by and sets the tone for internal and external data collection, the establishment of action priorities, the development and revision of the Facilities Master Plan, the budget development process, the establishment of partnership priorities, the support of related human resources, the execution of fund-raising plans, and the expansion and implementation of new curriculum and student support services.

The strategic goals identified for 1998-2001 are:

TEACHING AND LEARNING
College of the Canyons will provide resources, in a positive environment, that support excellent teaching and student learning.

STUDENT SUPPORT
College of the Canyons will provide student support services to facilitate student success and maximize student opportunity.

CULTURAL DIVERSITY
College of the Canyons will promote diversity of the community, students and staff.

HUMAN RESOURCES
College of the Canyons will select and develop high-quality staff.

INSTITUTIONAL ADVANCEMENT
College of the Canyons will generate support, resources, networks and information to enhance the college's success.

INSTITUTIONAL EFFECTIVENESS
College of the Canyons will evaluate progress being made toward college goals on a continuous basis.

FINANCIAL STABILITY
College of the Canyons will develop financial resources to support and enhance college programs and services.

Action Priorities

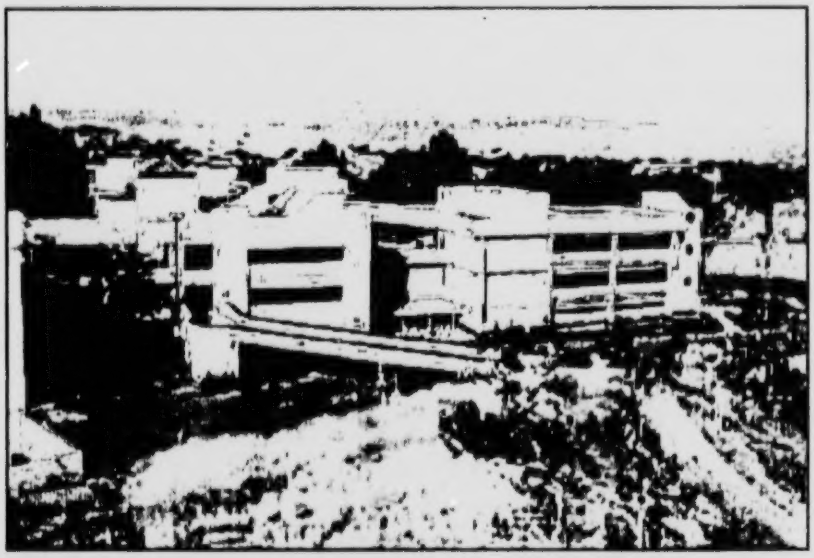
Each strategic goal is supported by a set of annual/biannual "action priorities." These action priorities are the result of the identification of specific objectives of the departments, committees, task forces, associations, teams, work units and individuals who make up our work force. These are coordinated through the comprehensive planning processes that are part of our day-to-day way of doing business.

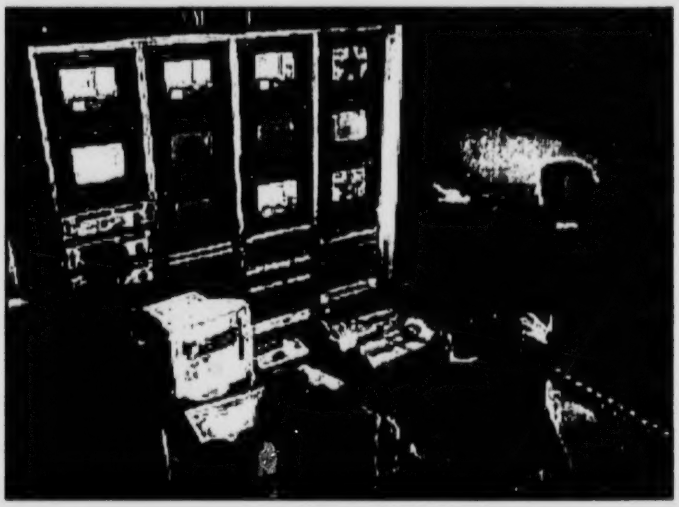
PHYSICAL RESOURCES
College of the Canyons will continue to develop and maintain a high-quality physical environment.

CAMPUS CLIMATE
College of the Canyons will enhance and support a sense of community and cooperation on campus.

TECHNOLOGICAL ADVANCEMENT
College of the Canyons will utilize state-of-the-art technologies to enhance programs, services and operations.

INNOVATION
College of the Canyons will dare to dream and make it happen!

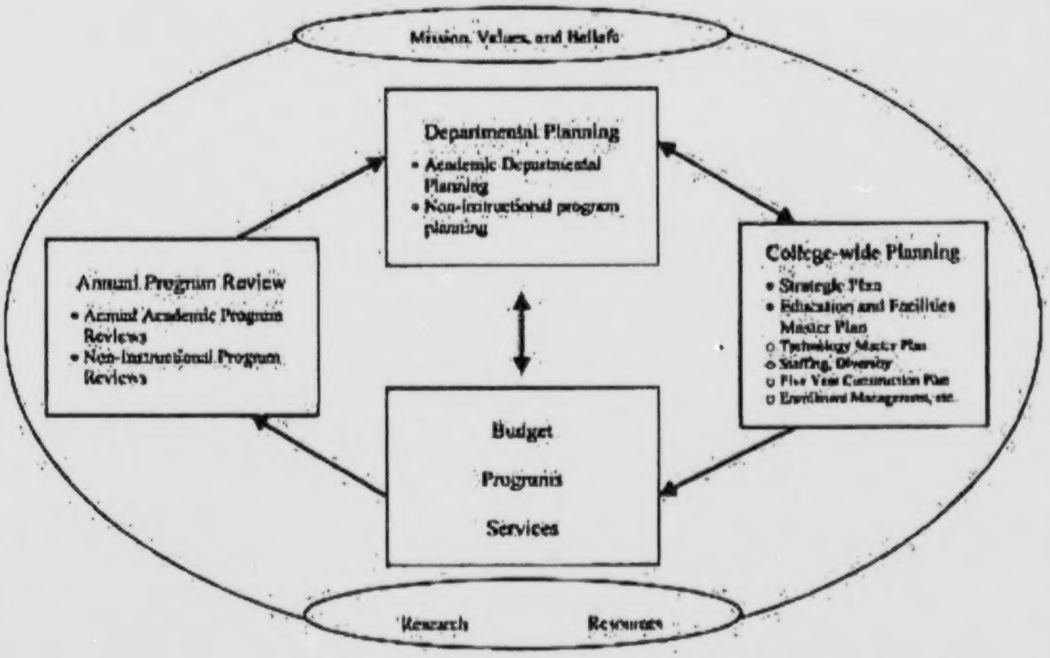




A complete listing of the action priorities that relate to each strategic goal can be found in ***"Toward The Year 2003, College of the Canyons Strategic Plan."***

Comprehensive Planning
Ongoing Processes

The Big Picture



Mission, Values, and Beliefs
Departmental Planning
• Academic Departmental Planning
• Non-instructional program planning
Annual Program Review
• Annual Academic Program Reviews
• Non-Instructional Program Reviews
College-wide Planning
• Strategic Plan
• Education and Facilities Master Plan
○ Technology Master Plan
○ Staffing, Diversity
○ Five Year Construction Plan
○ Enrollment Management, etc.
Budget
Programs
Services
Research
Resources

Note: Research, Resources, and Institutional Mission, Values, and Beliefs influence all components of the planning process.

The planning and budgeting process is conducted within the context of our Strategic Plan. The charts in this section describe the systematic processes we use as we:

- Reflect on what progress we have made toward our strategic goals.
- Identify the critical areas that need our attention as we work toward improvement.
- Continue the internal dialogue on priorities and actions.
- Continue to design ways to implement fundamental changes via the development of specific plans (i.e., technology, facilities, educational curriculum, deferred maintenance, etc.)
- Engage external audiences in the dialogue.
- Build internal and external coalitions for change.
- Identify and align financial resources allocation with our priorities for the future.
- Identify how we can continue to improve.

Additional charts that describe the processes for comprehensive planning and budget development follow.

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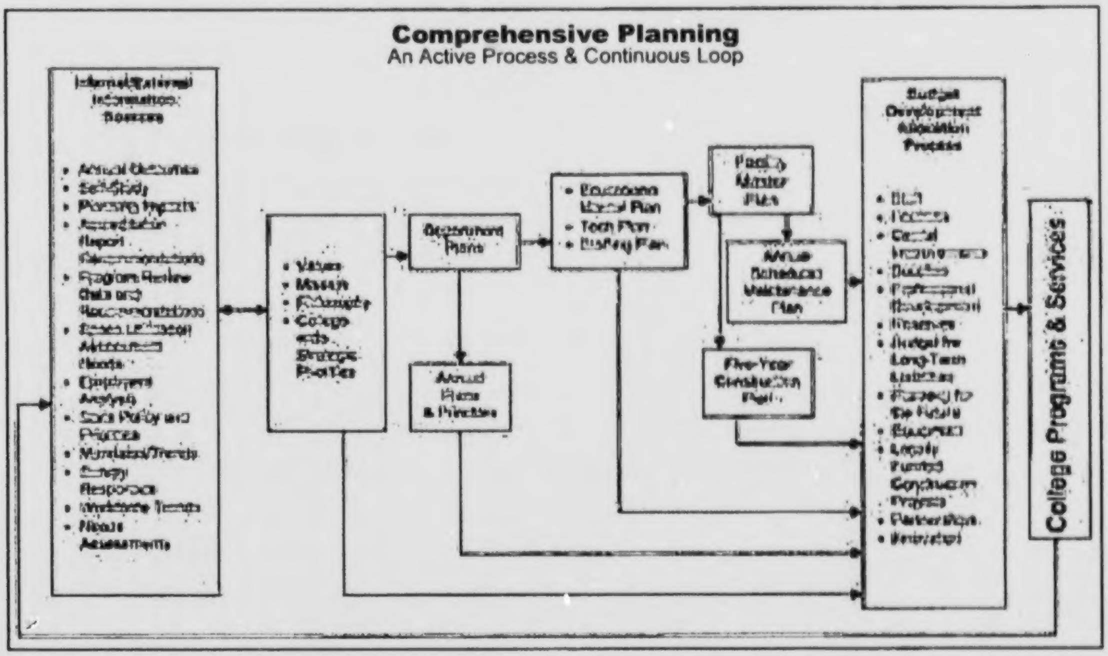
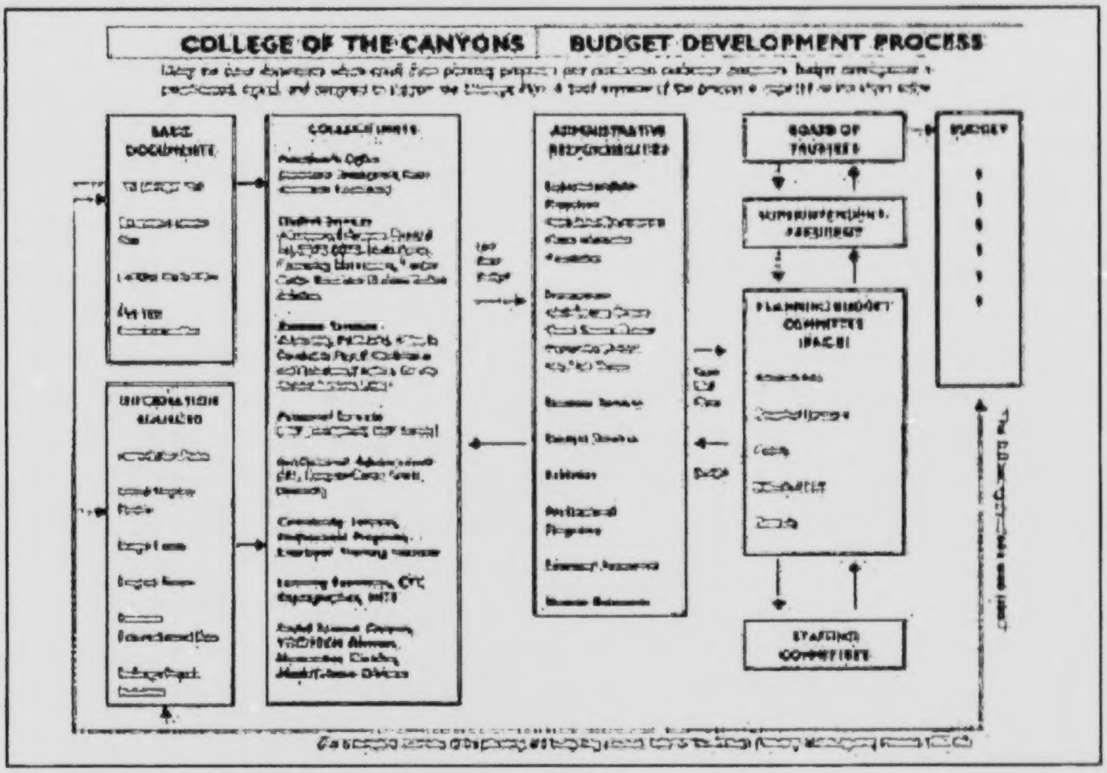

Comprehensive Planning
An Active Process & Continuous Loop
Internal/External Information Sources
Annual Outcomes
Self-Study
Planning Reports
Accreditation Report Recommendations
Program Review Data and Recommendations
Space Utilization
Employment Analysis
State Policy and Process
Workforce Trends
Needs Assessments
Values
Mission
Philosophy
College-wide Strategic Priorities
Department Plans
Annual Plans & Priorities
Educational Master Plan
Tech Plan
Staffing Plan
Facility Master Plan
Annual Scheduled Maintenance Plan
Five-Year Construction Plan
Budget Development Allocation Process
Staff
Facilities
Capital Improvements
Supplies
Professional Development
Reserves
Budget for Long-Term Liabilities
Planning for the Future
Equipment
Locally Funded Construction Projects
Partnerships
Innovation
College Programs & Services



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Organizational Structure

The college administrative organizational structure provides the vehicle for effective communication, the implementation of decisions, and the support structure for getting work done at the college. It clearly identifies channels of communication within and between work units.

The organizational charts in Appendix A present the staff by department. In addition, functional charts (indicating whom to contact for assistance relative to specific functions) are included for quick reference and easy use. This will help determine the most direct route to the resources needed to carry out professional responsibilities and enable staff to be effective team members.

Both organizational structure and leadership by the people in the structure are critical to how the college functions and what the results of this functioning are. Structure consists of the work procedures, policies, and reporting relationships between the people within a department or unit and other units within the college. The form and shape of the structure and the relationship of the individuals vary from college to college.

Organizations traditionally achieve formal coordination and check-and-balance primarily in one of two ways:

- Vertically through commands, supervision, policies, rules and control systems, or
- Laterally and interactively through formal meetings, task forces, planning, standing committees, operational teams, and special coordinating roles. It basically occurs when people meet fact-to-face. Informal communication is the most basic form of interaction in lateral organization.

College of the Canyons' system of organization is designed around the lateral model, but, of course, as we do everything – we do it our way!

Our Structure

Basically, our structure is determined by:

- The size of the college.
- Our preliminary mission (core purpose).
- Our environment.
- Our strategy (plans) and goals.
- Our information technology and most of all
- Our terrific and talented people are the engine that fuels the rest!

While members of the administrative team individually perform managers, teacher and counselor roles daily as they interact with staff and react and respond to internal and external variables, they also are entrusted with and embody the leadership of our great college.

Our organizational structure operates on a contingency approach and its system of organization and organizational charts is organic – the structure is characterized by constantly changing work assignments, flexibility, responsiveness and change. Specifically:

- Hierarchical authority structure is less regularly fixed.
- Authority and responsibility are usually based on individual competence, preparation and skill.
- The individual, rather than the organizational system, is likely to have a major control over what she/he does and how she/he does it.
- Individuals are less constrained by policy and procedure and are more able to be innovative and creative.
- The organizational structure puts its faith in rationality and common sense.
- The organizational structure believes that clearly articulated relationships and clearly understood structure can minimize problems, enhance opportunities and increase positive outcomes.
- The organizational structure emphasizes the importance of developing people through training, cross training, promotion and offering a variety of responsibilities.
- We are sensitive to the fact that when a change occurs at one level it usually affects the rest of the organization (or at least parts of it).

Our organization adjusts itself based on:

- The external environment (state & local).
- Changes in student demands.
- Changes in technology.
- Levels of funding.
- The degree of creativity, entrepreneurial spirit and energy of the people in the organization.
- Rate of environmental change.

The organizational structure is driven by leadership. Leadership is interpersonal. The leadership provided by each 'leader' is individualized based on the skills and abilities she/he brings to the position. These attributes and abilities, as well as the authority that a manager has to make decision and the style used in providing feedback, blazing new trails, solving challenges, and

We Hire Leaders

At College of the Canyons, we look for, hire and support "leaders" throughout the organization. A leader:

- Makes things happen;
- Helps redesign things and improve them;
- Is visionary;
- Articulates a vision and persuades people that they want to become part of it so they will willingly and enthusiastically accept the personal challenges and change that are required to achieve the vision;
- Motivates;
- Exhibits conviction, commitment and enthusiasm;
- Provides spiritual energy;
- Works to create a sense of community;
- Sets the standards;
- Creates an environment where risks can be taken;
- Has the authority to act;
- Uses symbols, signals, and systems to facilitate the growth and development of the organization and her/his units.

responding to opportunities contribute to the outcomes the member of each work unit (department) within the college can achieve.

Organizational charts are realigned (and relationships changed) to enable the college to develop and use structures that will suit our unique circumstances and maximize the talents of the people within the structure. Factors to be considered include:

- How many tasks should a given position in the organization be responsible for and how specialized should each be?
- To what extent should people engage in the same 'work in a cross-functional' in which different departments relate, communicate and work?
- What skills, knowledge and competencies should be required for each position?
- How should positions be grouped into units and units into larger units?
- How large should each unit be and how many individuals should report to each person?
- What is the relationship (and logic) of units reporting to each manager?
- What mechanisms (comm.) exist to facilitate mutual adjustment among positions and units?
- How much decision-making and power should be delegated to managers down the chain of authority?
- How much decision-making should pass from the line manager to staff specialists?

Every arrangement has advantages and disadvantages but the latter can be minimized by paying attention and making changes when and where needed.

'Our collective vision is to become a vibrant, innovative, high-performance learning organization.'

Governance Relationships

Our governance processes are designed in accordance with AB 1725 and are intended to ensure that decisions are well-informed, support solid and smart college functioning, and are made at the level and with the participation of those who can contribute to their effectiveness, efficiency and implementation.

The Law

The Board of Governors of the California Community Colleges shall establish "minimum standards," and local governing boards shall "establish procedures not inconsistent" with those minimum standards to ensure the following:

- Faculty, staff and students have the right to participate effectively in district and college governance; and

- The right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards is mandated. *(Ed. Code Sections 70901, 70902)*

The Board of Trustees

It is understood by all segments of the college community that the Board of Trustees, as elected representatives of the community, is the final voice in the District (subject to the laws and appropriate regulations of the State Legislature and Chancellor's Office). As a matter of professional respect, and as outlined in AB 1725, the Board will, if it rejects or modifies a recommendation proposed by the collegial consultation procedure, return to the Collegial Consultation Committee(s) its objections to the proposal.

BOARD RESPONSIBILITIES

- Foster an institutional climate conductive to ongoing planning and evalution; and

- Establish the institutional direction by adopting policies that define the mission, the vision and the outcome.

- Represent broad-based community interests in setting policy direction;

Complementary Processes

There are three complementary processes that function within the college:

- The administrative & operational processes that deal with the functioning and operation of the college within established policies and procedures;

- The collective bargaining processes that deal with contractual matters and working conditions as defined by the collective-bargaining law; and

- The collegial consultation processes that review, develop and recommend policies, regulations and priorities of the college to the Superintendent-President and the Board of Trustees.

- Be aware of societal, demographic, economic and technological changes influencing the college, and

- Monitor and initiate progress toward our goals.

The Superintendent-President

The Superintendent-President is the chief representative of the Board and is responsible directly to the Board. All recommendations of collegial consultation committees are sent to the Board through the Superintendent-President.

The Superintendent-President has the right to reject or modify any collegial consultation decision. However, in the spirit of professionalism and collegiality, the Superintendent-President informs the respective team(s) of her objections (if any) to their recommendations. The Academic Senate, Classified Coordinating Council, COCFA, CSEA and/or the Student Senate retain the right to present concerns about the Superintendent-President's decision to the Board of Trustees, if a common consensus is not achieved.

Faculty Participation

ACADEMIC SENATE

The Academic Senate, as the representative of the faculty, makes recommendations to the administration of the college and to the board with respect to academic and professional matters (policy development and implementation) as follows:

- Curriculum, including establishing prerequisites and placing courses within disciplines;

- Degree and certificate requirements;

- Grading policies;

- Educational program development;

The Board's Role in Policy-Making

A classic definition for the relationship between a board of trustees and an administration is that the board sets policy and the administration carries it out. Therefore, one of the most important tasks for the COC Board is to make good policy. In studies of board effectiveness, the best boards are those that focus on policy concerns and do not get involved in the work of the college.

Its responsibilities are to:

- Engage in thoughtful deliberation on policy issues;
- Adopt broad-based policies that provide clear direction and limits;
- Use existing policies to guide decision-making;
- Remember that policy is the voice of the Board;
- Periodically evaluate policy, and
- Ensure that policies are followed and implemented.

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- Standards or policies regarding student preparation and success;
- District and college governance structures as related to faculty;
- Faculty roles in the accreditation process, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review;

- Processes for institutional plans and budget development; and
- Other academic and professional matters as mutually agreed upon between the Board and Academic Senate.

The Academic Senate is also responsible for selecting faculty representative(s) on collegial consultation committees, working with other staff who request appointment of faculty to operational and/or advisory teams, and appointing faculty members to serve on task forces/committees of the Senate. The Academic Senate reviews and responds to proposed changes in college policies and procedures recommended by college committees and task forces, and makes appropriate decisions regarding its internal operation consistent with its approved constitution and bylaws.

COLLEGE OF THE CANYONS FACULTY ASSOCIATION

The College of the Canyons Faculty Association (COCFA), an affiliate of the California Teachers Association and the National Education Association, dates from the early years of the college. The COCFA operates under a constitution drafted and approved by its members. Its elected officers include a president, vice-president, secretary and a treasurer. Its standing committees include the Political Action Committee, Grievance Committee and Negotiations Committee.

SENATE/COCFA RELATIONSHIP

These two bodies believe collegial consultation is not designed to empower one faculty organization over another organization. In

Purposes of the COCFA Association

The COC Faculty Association serves to:

- Provide an opportunity for continuous study and action on the challenges of the profession;
- Promote professional attitudes and ethical conduct among members;
- Raise the standards of the teaching association;
- Advance the general welfare of education;
- Establish cooperation between the college and the community;
- Represent its members in relations with their employer; and
- Maintain its status as the exclusive representative of the appropriate unit of certificated personnel in all matters relating to employment conditions and employer-employee relations, including, but not limited to, wages, hours, and other terms and conditions of employment.

general, the Senate is responsible for professional and academic matters, while the COCFA responds to workload-related issues. In matters of overlap, the Senate and the COCFA will reach mutual agreement on an issue-by-issue basis.

In general, the Academic Senate president is responsible for appointment of faculty members to collegial consultation committees. However, this does not preclude the COCFA from making appointments to its own committees, or committee membership reached through the collective bargaining process.

ASG Participation

The Associated Student Government of College of the Canyons is the elected representative body of the student population and is responsible for appointing student representatives to serve on district committees and councils. The Associated Student Government and its representatives make recommendations to the administration through this collegial consultation process regarding policies and procedures that affect students in all aspects of college life.

Per policies adopted by the governing board of the Santa Clarita Community College District, students have the opportunity to participate effectively in district and college governance. Students are provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have significant effect on students. Joint meetings between the Associated Student Government and the Board of Trustees are held each spring and each fall.

Student Rights

Student rights include the opportunity to participate in processes for jointly developing recommendations to the governing board regarding district and college policies and procedures that have or will have a "significant effect on students," including the following:

- Grading policies;
- Codes of student conduct;
- Academic disciplinary policies;
- Curriculum development;
- Courses or programs that should be initiated or discontinued;
- Processes for institutional planning and budget development;
- Standards and policies regarding student preparation and success;
- Student services planning and development;
- Student fees within the authority of the district to adopt; and
- Any other district and college policy, procedure or related matter that the district governing board determines will have significant effect on students.

Classified Staff Participation

CLASSIFIED COORDINATING COUNCIL

The purposes of the Classified Coordinating Council are to:

- Provide the classified staff with a formal, representative voice in determining institutional policies, procedures and regulations;

- Provide the Superintendent-President of the college with recommendations and views on matters affecting the conduct, welfare and growth of the college;

- Enable the council, through the governance structure, to provide input to the Board of Trustees relative to recommendations and views on matters affecting the operation, welfare and growth of the college;

- Promote communication and mutual understanding among the classified staff, faculty, administration, Board of Trustees, students, and other interested person(s) having to do with the conduct, welfare and growth of the college; and

- Support staff development activities and the human resource development of its members.

Any member of the classified staff may be a member of the council. The chair is elected according to the procedures outlined in the document, "Statement of Purpose/Operations Manual."

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

The California School Employees Association (CSEA) and its College of the Canyons Chapter #725 organized in 1976 to represent classified employees in the common goal of a fair salary, better job security, good working conditions and dignity on the job.

The CSEA is a membership organization and represents approximately 170,000 classified school employees state-wide. CSEA members provide direct instructional services as well as educational and administrative support for College of the Canyons.

CSEA Chapter #725 meets monthly to discuss issues which directly affect members including negotiations, grievances and training as well as goals and objectives of the membership.

The Classified Coordinating Council:

- Enhances communication among classified staff in a nonpolitical setting;
- Brings about communication among classified staff, administration and faculty;
- Facilitates classified staff recognition;
- Provides opportunities for classified staff involvement in on-going activities;
- Recommends interested classified staff for inclusion in planning and operational teams at the college;
- Recommends classified staff to collegial consultation teams;
- Promotes and works directly to facilitate staff-development opportunities; and
- Develops and encourages a spirit of unity among classified staff and between classified staff and the entire college community.

Administrators & Managers

Administrative employees uphold the highest standards of competency and integrity, respect individual differences and provide an environment in which human dignity and individual rights can thrive. They also serve as a catalyst in the generation of a positive campus climate, work to enhance the development of the human potential, and help to build and foster a sense of community, joy and celebration on campus.

The essential responsibilities of all administrators and managers in the district are to:

- Provide effective leadership and support in planning;
- Implement and evaluate district objectives related to their area;
- Be guided by the principles and policies established by the governing board;
- Take responsibility for the creation of a stimulating learning environment for students and staff;
- Oversee the effective use of institutional resources;
- Make recommendations concerning the hiring of personnel;
- Make contributions to the development and improvement of all college functions;
- Perform duties as outlined in their job descriptions and agreed upon by managers and their supervisors;
- Work in support of the philosophies and goals of the district;
- Administer the policies and procedures adopted by the governing board and the superintendent; and
- Adhere to legal requirements.

The Role of Administrators and Managers

- Uniformly execute district policies and procedures.
- Receive recommendations from college teams, staff meetings, task forces and work units. Implement the best practices and courses of action.
- Make appropriate decisions within their respective areas of responsibility.
- Assume responsibility for ensuring implementation of activities based on applicable recommendations and college goals.
- Evaluate the effectiveness of activities in order to support and facilitate the educational process and ensure the institution's effectiveness.
- Initiate new ideas, improvements and promote quality and responsiveness in district operations.

Administrators & Decision-Making

MANAGEMENT ADVISORY COUNCIL

The Management Advisory Council (MAC) is composed of managers and administrators, both classified and academic, from all college service areas. Other participants of MAC include representatives of the Associated Student Government, Classified Coordinating Council, CSEA, the Academic Senate and the COC Faculty Association. MAC meets monthly and its primary purposes are to:

- Review and discuss implementation of policy decisions made by the Board regarding the operations of the college;

- Promote communication and mutual understanding among the students, faculty, classified staff, administration and other interested person(s) concerning the welfare and growth of the college;

- Identify common areas of concern at the college which require further study and forward them to the appropriate collegial consultation, operational or advisory teams to handle;

- Conduct staff development activities and foster the development of the leadership team of the college;

- Brainstorm issues, resolve problems and develop opportunities as appropriate; and

- Serve as a source of information exchange and a forum where communication can be facilitated among all participants in the interest of fostering an appreciation of the "bigger picture" and of the college as a system.

The Management Advisory Council is designed to foster and promote communication and mutual understanding among students, faculty, classified staff, administrators and others concerning the welfare and growth of the college.

Chair

The Superintendent-President is the chair of this council.

Collegial Consultation

Purpose

The key points that underlie participation in the dialogue, discussion, debate and decisions at College of the Canyons include:

- Participation provides the means through which the members of all campus constituencies – students, faculty, administration and classified staff – can participate effectively, through their representatives, in the orderly growth, development and innovation of the college.

- The decision-making structure facilitates the coordination of the work of college-wide collegial consultation teams, operational teams, advisory teams and staff meetings.

- An organizational context and structure which maximizes effective functioning must be clear and widely communicated.

- Providing opportunities for involvement by all constituency groups is the most effective means of developing policies and procedures that are reasonable, practical and workable.

> *Participation provides the means through which all members of the campus community can participate effectively.*

- Students, faculty members, classified staff members, managers and administrators have vested interests in ensuring that College of the Canyons fulfills the mission it is charged with by the Legislature, the California Community College Board of Governors and the governing board of the Santa Clarita Community College District.

Primary Interests

Members of the college community, employees and students are interested in and focused on:

- Student satisfaction with quality of instruction
- Positive faculty/student relationships
- Effectiveness of college processes and their accessibility to students and staff
- Adequacy of facilities to support college programs
- Financial stability of the district
- Student satisfaction with services
- Community perception of the college
- Effectiveness of planning processes
- Efficient use of resources
- Maximizing student learning

AB 1725: Roles And Responsibilities

As envisioned in AB 1725, collegial consultation is the process in which members of the college community take an active role in influencing the direction of the college.

Collegial consultation is not the replacement of the administration – the administration plays the crucial role of administering the goals of the college and enabling the work priorities of the college to move forward. Collegial consultation recognizes that, in order to bring as much information, analysis and perspective as possible to the decision-making and planning processes, the administration needs to rely on input from the entire college community during the goal-setting process and as action priorities are implemented.

The intent of AB 1725 at College of the Canyons is actualized via a spirit of cooperation, collaboration and collegiality. Functionally, this participatory process is organized and carried out through a system of teams, staff meetings, work units and organizations designed to facilitate communication on topics important to the college, solve issues at levels closest to the individual and work units affected, develop effective plans and processes, and provide the President's Cabinet with information to assist the college in achieving its goals. Many cross-departmental groups on campus interact on a regular basis to make this possible.

The College Planning Team

The College Planning Team is the body on campus responsible for promoting coordination among collegial consultation committees (their charge, composition and reporting responsibilities), for ensuring that policies and procedures are considered and that goals, objectives and action plans of other committees and work units are integrated into short-term objectives, long-range plans and revenue-allocation priorities of the college.

Our participatory process of cooperation, collaboration and collegiality is organized and carried out through a system of teams, staff meetings, work units and organizations that facilitate communication on topics important to the college, solve issues at levels closest to the individual and work units affected, develop effective plans and processes, and provide the President's Cabinet with information to help the college achieve its goals.

Academic Senate

The Academic Senate is the body representing the faculty on professional and academic matters. As mandated by state law and board policy, the Academic Senate makes recommendations to the Board by primary advice or mutual agreement.

Collective Bargaining Units

These organizations negotiate for their members (regarding wages, salaries, and working conditions) with the governing board through the district negotiator and the negotiating team. In addition, collective bargaining units work with the administration to faithfully and fairly implement all aspects of negotiated collective bargaining contracts.

Collegial Consultation Teams

Composed of constituencies as appropriate, these teams review and analyze, on a continuing basis, relevant issues and prepare alternate courses of action. In addition, they make recommendations to the appropriate administrator on operational issues and to the College Planning Team on proposed changes to college regulations, administrative procedures, planning issues and strategic goals.

Task Forces

Task forces are charged with reviewing and analyzing issues on an "as needed basis," proposing alternate courses of actions, and making recommendations to the appropriate administrator or the body which constituted the task force and to the President's Cabinet.

Faculty Members

Faculty perform duties as instructors, librarians or counselors in areas for which they possess appropriate qualifications; assess, develop and recommend articulation agreements; implement activities based on applicable recommendations and district/college goals; perform other contractually identified professional responsibilities; and provide advice and counsel regarding relevant policies and procedures through active participation on college committees, task forces and through the Academic Senate and COCFA.

Students

Students are the reason the college exists. Students learn through enrollment in approved courses and participation in other college activities. They provide input regarding the impact of policies and procedures on student access and success through active participation on college committees and through the Associated Student Government of College of the Canyons.

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Classified Staff

Staff perform a variety of support services for which they possess appropriate training and experience and provide advice and counsel regarding relevant policies and procedures through active participation on college committees and task forces, and through the Classified Coordinating Council and CSEA.

Committee Structure

INTRODUCTION

Committees represent an important feature of the regular internal governance system of College of the Canyons. Committees provide a forum for diverse ideas to be heard. Committees provide an opportunity for staff members to come together to study challenges in a more in-depth manner than they could do individually. Many committees provide an opportunity for individuals from outside the college to advise college officials on how our programs can best serve the larger community.

TYPES OF COMMITTEES

There are three general types of committees:

- **Standing Committees**

Standing committees are permanent parts of the internal governance process of the college and are identified as such in board policy.

- **Ad Hoc Committees**

Ad hoc committees are temporary committees formed by the Superintendent-President to address a specific issue important to college governance. Ad hoc committees cease to exist upon accomplishment of their specific charge. All ad hoc committees expire at the end of the fiscal year (June 30) and continue only if specifically re-appointed by the Superintendent-President.

- **Program Advisory Committees**

Program advisory committees are permanent committees composed primarily of persons outside of the college with a specific interest and/or expertise in a specific program area. These committees are formed for the purpose of advising college officials on how specific programs meet the needs of the community they are designed to serve.

Program Advisory Committees at COC

Allied Health
Hotel & Restaurant Mgt.
Welding
Architecture/CAD
Library/Media Technology
Photography
Administration of Justice/Real Estate
Computer Information Technology
Computer Electronics & Networking
Family Studies & Early Childhood Education
DAT/Multimedia/Graphic Design/Interior Design
Fire Technology
Computer Electronics
Radio/Television/Film
Athletic Training
Manufacturing Technology
Journalism
Environmental Control
Technical English
Biotechnology
CWEE/Tech Prep
Matriculation
CalWORKS/New Horizons
Extended Opportunities Programs & Services
Disabled Student Programs & Services
International Students
TRDP (Grants)

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Committees at College of the Canyons

Title	Membership	Role for Decision-Making
Board of Trustees	Elected by district voters.	Determine policy.
President's Executive Cabinet	Determined by position (VPAdmin. Services, VP Instruction & Student Services, Dean Personnel Services, Dean Student Services, Exec. Dean Institutional Research & Tech.	Make recommendations to Superintendent-President and via Superintendent-President to Board of Trustees.
President's Cabinet	Determined by position.	Administer policies, procedures and day-to-day operation of the district.
College Planning Team	Appointed by constituencies.	Make recommendations to Executive Cabinet.
Academic Senate	Consists of five divisions and five senators elected by division faculty, one president and one vice-president elected by faculty-at-large, one adjunct senator elected by the adjunct faculty and one non-voting past-president.	Make recommendations by primary advice or mutual agreement to Board of Trustees through Superintendent-President.
Collegewide Collegial Consultation Committees (Descriptions Follow)	Appointed by constituencies.	Coordinated through College Planning Team (designated administrative assistant).
Operational Teams	Determined by position with expertise or experience in the specific field.	Carry out work of institution (for recommendations to collegial consultation from committees).
Advisory Committees	Determined by position with expertise or experience in the specific field.	Make recommendations to appropriate staff.
Ad Hoc Committees and Task Forces	Activated as needed.	Make recommendations to appropriate staff.
Staff Meetings	Determined by position and function.	Carry out work of institution.

GETTING THE JOB DONE – DAY TO DAY

The College decision-making process is designed to be as functional as possible. It is designed as a flexible process that encourages communication in all directions between teams on an ongoing basis. The various "teams" involved in the collegial consultation process are described in the chart.

> ***Committee business will normally be conducted in a spirit of open communication, and not rely on formal parliamentary procedures except when required to keep order.***

The Role of Committees

All College of the Canyons committees are advisory. While all committees are ultimately advisory to the Superintendent/President (and through the Superintendent-President to the Board of Trustees), some committees will be directly advisory to the Superintendent-President while other committees will be advisory to other designated administrators who will, in turn, advise the Superintendent-President. Some committees are advisory to other committees.

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Collegial Consultation Teams

College Planning Team

The College Planning Team (formerly CPTF) is the campus body that oversees the planning efforts of the college, evaluates the college's effectiveness, works to integrate college data into planning processes across the campus, ensures (via program review, data analysis and self-study) that those efforts are tied to the college's strategic plan and vision for the future and initiates redesign efforts on campus. Specifically, its purposes are to:

FOCUS

- Revise the mission statement, long-range priorities (strategic plan), annual plan, and objectives for the next five years;
- Annually review and disseminate the results (progress of college goals toward strategic plan action priorities);
- Serve as the overseeing body for development, evaluation and integration of the facilities master plan and the educational master plan;
- Review college departmental program reviews, the enrollment management strategies and resource allocation into college operations;
- Develop and implement a model for assessing institutional effectiveness; and
- Develop other operational plans as needed.

Co-Chairs
Superintendent-President
and faculty members

Connects to
Executive Cabinet via
Superintendent-President

President's Advisory Council Budget

The President's Advisory Council-Budget (PAC-B) is designed to provide oversight of the development of the budget, encourage understanding of the budget on an ongoing basis and work to ensure that the budget-allocation process is driven by campus-wide planning and strategic priorities.

FOCUS

- Participate in the gathering of information regarding the district's financial resources and expenditures;

- Develop an understanding of the college's revenue andexpenditures as a foundation for the budget process;

- Serve as a forum for dialogue on ongoing fiscal activities such as monthly and quarterly reports to the Board;

- Identify strategies to make the fiscal environment more user-friendly;

- Review and share information on the state budget;

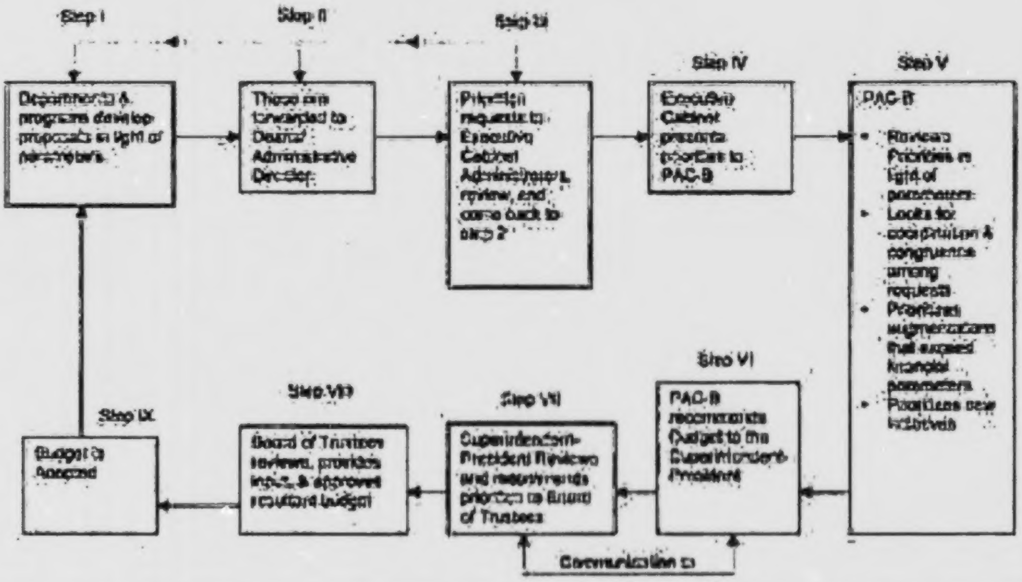
Co-Chairs

Assistant Superintendent-President / Vice President of Administrative Services and a faculty representative

Connects to

Executive Cabinet via Assistant Superintendent-President / Vice President of Administrative Services

PAC-B Budget Development


Step I
Step II
Step III
Step IV
Step V
Departments & programs develop proposals in light of parameters.
These are forwarded to District Administrative Director.
Prioritize requests to Executive Cabinet Administrators, review, and come back to step 2
Executive Cabinet presents priorities to PAC-B
PAC-B
• Reviews Priorities in light of parameters
• Looks for coordination & congruence among requests
• Prioritizes augmentations that exceed financial parameters
• Prioritizes new initiatives
Step VI
PAC-B recommends Budget to the Superintendent-President
Step VII
Superintendent-President Reviews and recommends priorities to Board of Trustees
Step VIII
Board of Trustees reviews, provides input, & approves resultant budget
Step IX
Budget is Adopted
Communication

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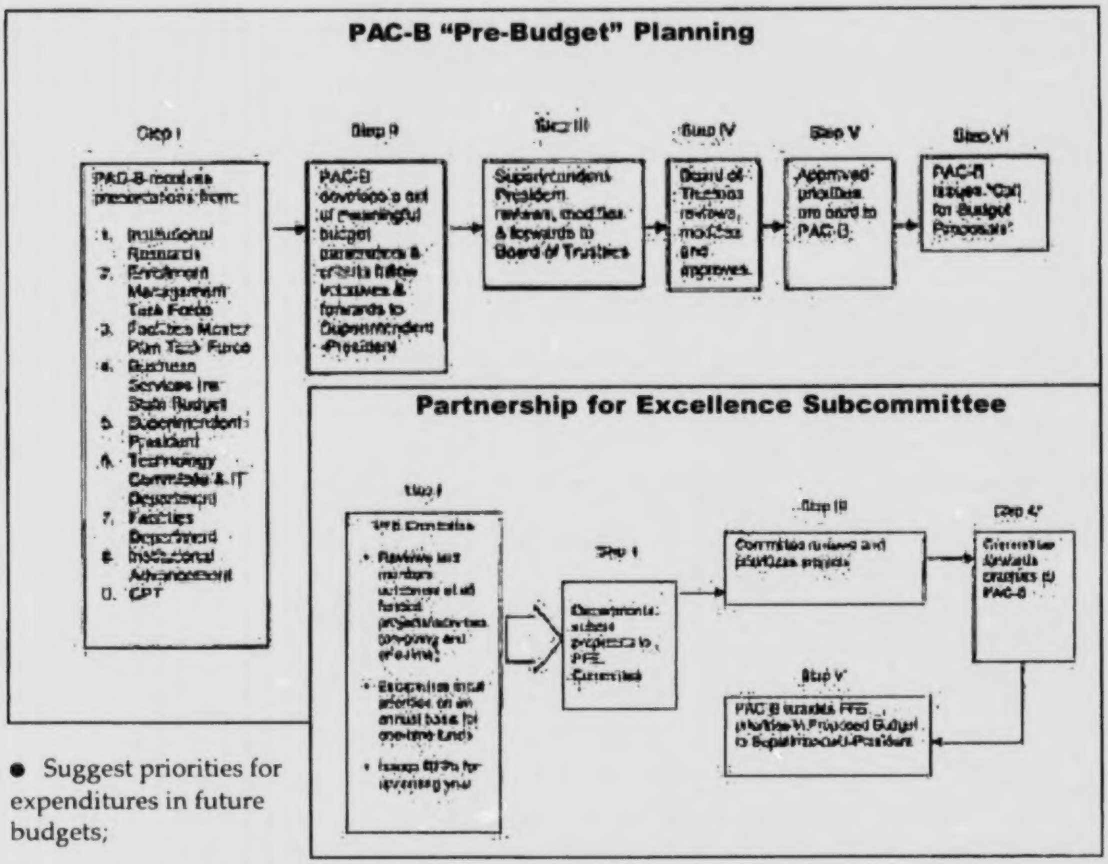
PAC-B "Pre-Budget" Planning
Step I
PAC-B receives presentations from:
1. Institutional Research
2. Enrollment Management Task Force
3. Facilities Master Plan Task Force
4. Business Services re: State Budget
5. Superintendent-President
6. Technology Committee & IT Department
7. Facilities Department
8. Institutional Advancement
9. CPT
Step II
PAC-B develops a set of meaningful budget parameters &
initiatives & forwards to Superintendent-President
Step III
Superintendent-President reviews, modifies & forwards to Board of Trustees
Step IV
Board of Trustees reviews, modifies and approves.
Step V
Approved priorities are sent to PAC-B.
Step VI
PAC-B issues "Call for Budget Proposals"
Partnership for Excellence Subcommittee
Step I
PFE Committee
Reviews and monitors outcomes of all funded projects/activities (ongoing and one-time);
Establishes fiscal priorities on an annual basis for one-time funds
Issues RFPs for upcoming year
Step II
Departments submit proposals to PFE Committee
Step III
Committee reviews and prioritizes projects
Step IV
Committee forwards priorities to PAC-B
Step V
PAC-B forwards PFE priorities in Proposed Budget to Superintendent-President

- Suggest priorities for expenditures in future budgets;

- Review current FY BCP's and make recommendations;

- Educate members of the college community and receive feedback from them to provide input into the process of budget development;

- Review the draft budget in its developmental stages as presented by staff;

- Provide a forum in which needs, priorities and issues relative to academic and nonacademic program budgets will be examined and recommendations made to Superintendent-President;

- Ensure that such augmentations are tied to educational master plan and strategic plan;

- Suggest funds available for reallocation;

- Propose recommendations for income generating possibilities;

- Serve as the conduit for communicating the committee's activities and recommendations to representative constituencies; and

- Provide recommendations on budget items to the Superintendent-President to review or use to make recommendations to the Board of Trustees.

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Facilities Master Planning Team

The Facilities Master Planning Team oversees the development of college facilities planning utilizing the data and information provided by institutional effectiveness measures, WSCH/ENR projections, college departmental program reviews, the educational master plan, land-use studies and assessment of external variables to:

FOCUS

- Review proposed facility projects for compliance with the educational and facilities master plans;
- Identify off-campus sites for educational delivery;
- Identify facility projects for funding;
- Make recommendations regarding asset management projects;
- Prioritize areas for development of JPAs and other joint ventures on facility development use; and
- Propose changes to the educational and facilities master plans.

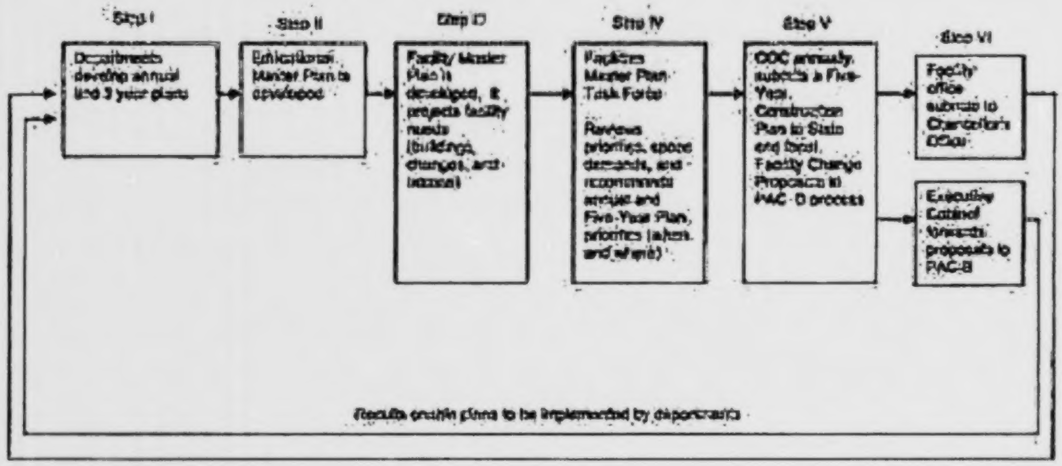
Co-Chairs

Assistant Superintendent-President / Vice President of Administrative Services and Director of Facilities Planning and Services

Connects to

Executive Cabinet via Assistant Superintendent-President / Vice President of Administrative Services

Facility Master-Planning Process


Step I
Departments develop annual and 3 year plans
Step II
Educational Master Plan is developed
Step III
Facility Master Plan is developed, it projects facility needs (buildings, changes, and [illegible])
Step IV
Facilities Master Plan Task Force
Reviews priorities, space demands, and recommends annual and Five-Year Plan, priorities (when and where)
Step V
COC annually submits a Five-Year Construction Plan to State and local. Facility Change Proposals to PAC-D process
Step VI
Facility office submits to Chancellor's Office
Executive Cabinet forwards proposals to PAC-B
Results enable plans to be implemented by departments

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Vocational Steering Committee

FOCUS

- Serve as an oversight vehicle for faculty, administrators, staff, and students to provide input into the ongoing funding and distribution of VTEA funds for the promotion of student success and program improvement.

- Act as a monthly open forum for dissemination of information to vocational faculty on vocational campus, regional, or statewide mandates, issues, or concerns.

Chairperson
Dean of Occupational Programs

Connects to
Executive Cabinet via Assistant Superintendent-President / Vice President of Instruction

Technology Committee

The purpose of the Technology Committee is to facilitate the infusion of technology into our campus structure and functioning.

FOCUS

- Generating enthusiasm for the use of technology on campus to the benefit of student learning;

- Monitoring the progress towards implementation of our Technology Plan (Planning);

- Updating technology plans (including specific objectives for action and improvement) as needed;

- Accessing professional development training needs and design programs to respond to these needs;

- Developing budget change proposals to submit to PAC-B for funding to implement technology plans and action priorities;

- Setting the tone and promoting technology development; and

- Serving in coordinating/linking efforts with departments and committees as appropriate across the campus

- Recommendations are made to the Facilities Master Plan, staffing committees, PAC-B, Superintendent-President and College Planning Team.

- The committee coordinates with Institutional Planning at the department level, Student Services, Business Services, Professional Development, the Learning Resource Center and Distance Education.

Chairperson
Executive Dean of Institutional Development & Technology

Connects to
Executive Cabinet via Executive Dean of Institutional Development & Technology

The Health and Safety Team

The Health and Safety Team's primary focus is to ensure the safety and welfare of faculty, staff and students by recommending improved safety procedures and practices as needed. All issues of safety are referred to this team for discussion, action or policy recommendation. Some of the issues which come under this are:

FOCUS

- Hazardous waste management, storage, and disposal,
- Departmental/area safety representatives,
- Campus environmental health and safety coordinator position,
- Sick building syndrome inquiries,
- Compilation of less-dangerous chemicals for experiments,
- Cooperative emergency assistance plans with sister community colleges,
- CCEHSA membership,
- Ergonomic evaluations,
- Development and posting of campus emergency plan, and
- Classroom safety equipment and procedures.

Co-Chairs
Assistant Superintendent / Instruction and Director of Facilities Planning & Services

Connects to
Executive Cabinet via Assistant Superintendent / Vice President of Administrative Services

Enrollment Management Team

The Enrollment Management Team develops a planning/discussion process that yields a plan outlining specific actions and steps to be taken to achieve or maintain an enrollment head count/FTES goal, as well as a strategy designed to contain expenditures for serving a fixed number of FTES in line with projected income.

The Enrollment Management Team also develops a set of deliberately stated WSCH/FTES goals by area (cost center/department), for which fixed resources are provided and which fit into the stated goal for the district, and a plan for fulfilling the college's mission by addressing the instructional and student-service needs of students, sustaining and improving the quality of instruction and services, addressing and meeting the goals and priorities of the college, and accounting for the use of fiscal, physical and personnel resources. Moreover, the team also is charged with developing a plan for efficient use of educational resources, an understanding and review of data, and greater access for students.

FOCUS

- In concert with the mission of the college, identify and clarify the target populations to be served;

- Determine appropriate course offerings necessary to best meet the needs of our target populations;

- Provides high-quality courses and programs as cost-effectively and efficiently as possible, resulting in more access for students and providing funds for other priorities;

- Analyze the cost of course sections and potential income generated to allow informed decisions to be made on adding and deleting classes and programs;

- Market the above in order to achieve FTES target and enrollment balance;

Co-Chairs

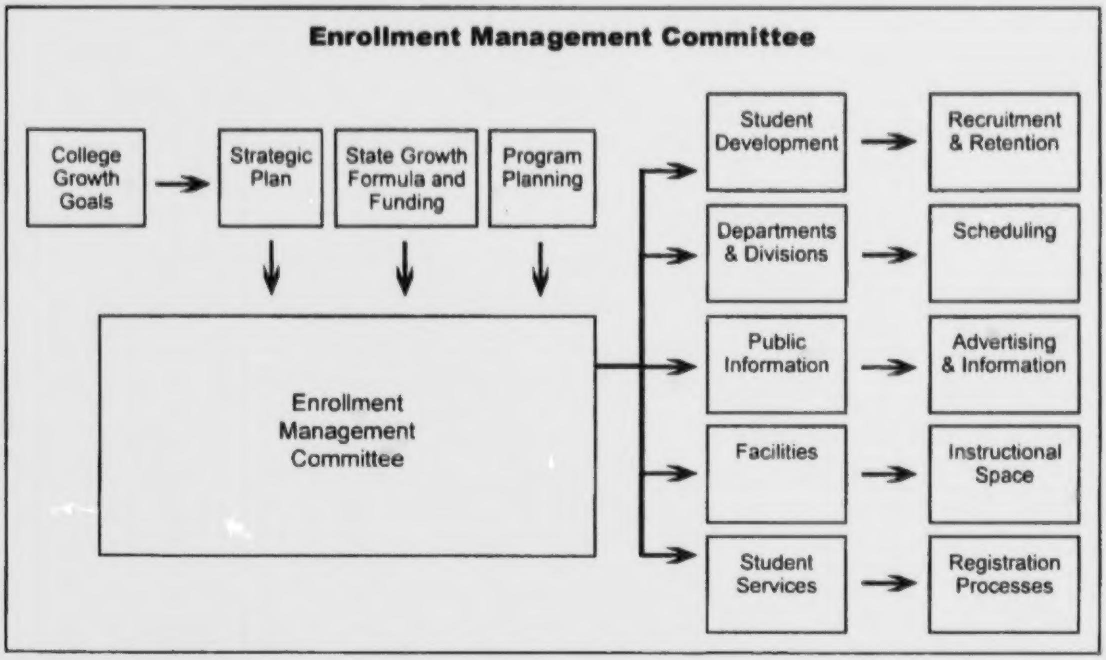
Assistant Superintendent / Administrative Services and Assistant Superintendent / Instruction

Connects to

Executive Cabinet via Assistant Superintendent / Vice President, Administrative Services and Assistant Superintendent / Vice President, Instruction

- Review scheduling patterns to see if they best meet the needs of the student target populations identified;
- Set FTES and efficiency goals for the college and departments and develop the class schedule accordingly;
- Determine resources needed to provide necessary instruction and related services;
- Readjust goals to match available resources and/or reconsider offerings which may serve a larger population at a lower cost;
- Develop a marketing plan which reaches the target populations and includes enrollment management as an integral part of the plan; and
- Evaluate success each year to readjust FTES goals and target populations.

Develop a marketing plan that reaches the target populations and includes enrollment management as an integral part of the plan.



Operational Teams

In addition to Collegial Consultation teams, the managers /administrators have the responsibility for overseeing the day-to-day operations of the district, implementing board policies and administrative procedures, and working with staff via operational teams, staff meetings and advisory teams. The following are the operational teams at the college:

Planning and Policy

Superintendent-President

- Advocacy Team
- COC Foundation
- Design Team
- College Policy Council
- Institutional Advancement Team

Human Resources

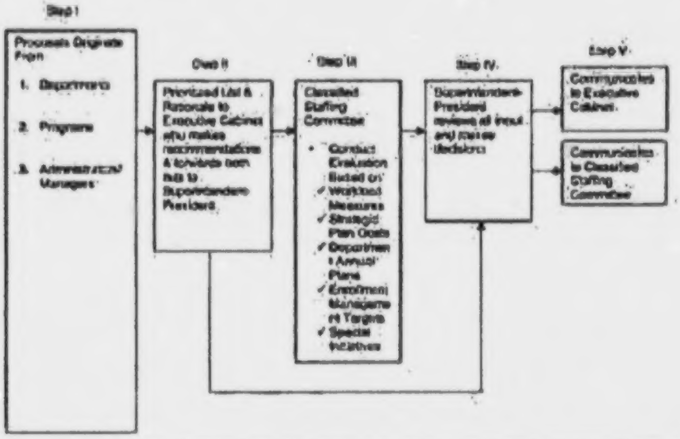
Dean, Personnel Services

- Classified Staffing *(see chart below)*
- Faculty & Staff Diversity Committee
- Classification Review
- Professional Development

Record of Meeting Contents (Minutes)

With the exception of grievances or other confidential matters, all operational teams are to keep minutes and forward them to the library, faculty center, Superintendent-President's Office, mail room and the college's internet e-mail "Decision-Making Bulletin Board."

Classified Staffing Committee


Step I
Proposals Originate From
1. Departments
2. Programs
3. Administrative Managers
Step II
Prioritized List & Rationale to Executive Cabinet who makes recommendations & forwards both lists to Superintendent-President
Step III
Classified Staffing Committee
• Conduct Evaluation Based on:
✓ Workload Measures
✓ Strategic Plan Goals
✓ Department Annual Plans
✓ Enrollment Management Targets
✓ Special Initiatives
Step IV
Superintendent-President reviews all input and makes decisions
Step V
Communicates to Executive Cabinet
Communicates to Classified Staffing Committee

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Administrative Services

Assistant Superintendent-Vice President/Administrative Services

- Bookstore/Cafeteria
- Budget Development

Instruction

Assistant Superintendent-Vice President, Instruction

- Associates Program
- HITE and Honors
- Enrollment Management
- Sabbaticals
- Academic Staffing *(see chart below)*
- Flex
- Community Services/Civic Center

Facilities

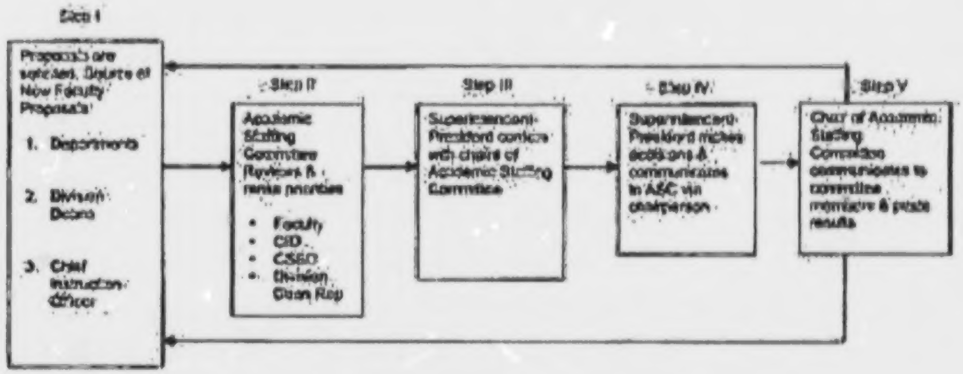
Director, Facilities Planning & Services

- Parking/Security
- Civic Center
- Health & Safety
- Facilities Task Force
- Contractor oversight

Composition

In the spirit of collegial consultation, teams should be representative of their constituencies. In addition, in order to ensure open access, promote communication and encourage broad-based involvement in planning processes within the college community, any individual or group may submit ideas and agenda items to the chair(s) of any team for consideration.

Academic Staffing Committee


Step I
Proposals are solicited. Update of New Faculty Proposals
1. Departments
2. Division Deans
3. Chief Instruction Officer
Step II
Academic Staffing Committee Reviews & ranks priorities
• Faculty
• CID
• CSEO
• Division Dean Rep
Step III
Superintendent-President confers with chairs of Academic Staffing Committee
Step IV
Superintendent-President makes decisions & communicates to ASC via chairperson
Step V
Chair of Academic Staffing Committee communicates to committee members & posts results

Student Services

Dean, Student Services

- Commencement
- Matriculation
- Petitions/Standards
- International Students
- High School/College Articulation
- Academic Calendar
- Student Conduct Committee
- Academic Standards
- WSC Representatives

Institutional Development & Technology

Executive Dean, Institutional Development & Technology

- Grants Prioritization Committee
- Computer Services
- Technology Committee
- Datatel implementation

Need Additional Information?

For a detailed description and focus of each of the operational teams, contact the administrator responsible for facilitating communication with each group. Each operational team and administrator can convene ad hoc committees on an as-needed basis. These committees report as determined by administrative procedures.

Ad Hoc & Temporary Task Forces

Another key to effective organization is being able to get the job done efficiently and effectively. To that end, task forces can be created as temporary "operational teams" to meet specific purposes relating to broad-based, college-wide issues and/or professional matters. All task forces exist to complete studying and handling of particular issues and are abandoned when their job is done.

- Each task force will be composed of representatives from the appropriate body or bodies in the college community which will help to make it as functional as possible.

- Task forces can be created by:
  1. any collegial consultation committee;
  2. at the direction of the superintendent-president or Cabinet; or
  3. at the request of the College Planning Team.

- Recommendations from task forces shall be forwarded to the superintendent-president, College Planning Team and/or appropriate body(ies).

Advisory Teams

Advisory teams exist to provide input and technical assistance to staff members who are responsible for program implementation. Some of these teams are required by law (DSP&S, EOPS) while others exist at the local discretion of the department. Unless proscribed otherwise by law, these advisory groups will be formed under the leadership of the program coordinator / manager /administrator who desires the input and advice of persons who have expertise in, and/or connection to, external entities with related interests.

An effective organi - zation gets its tasks completed efficiently and effectively.

Appendices

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Appendix A

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History of AB 1725

1984

- CEOs call for review (January)
- Legislature establishes:
  - Commission for Review of Master Plan
  - Legislative Joint Committee
- Initial study of CC

1985

- Committees, studies, consultants and hearings
- Californians for Community Colleges *"Toward Excellence"*

1986

- Legislative Committee report (January) *"Building California's Community Colleges"*

1987

- Commission report on CC (March) *"The Challenge of Change"*

1988

- AB 1725 signed by Governor (September)
  - Assembly: 74-1
  - Senate: 38-0

1989

- $70 million added to base funds

1989

- $70 million more to base

Collegial Consultation

DEFINITION

Collegial consultation, simply stated, is shared involvement in the decision-making process.

- does not necessarily imply total agreement
- same level of involvement by all participants is not necessary
- ultimate responsibility for decisions rests with Board of Trustees

PURPOSE

- Enhance the image of community colleges
- Increase support for more money
- Move from K-12 to higher education
- Develop more unified system
- Institutional renewal

"It is the intent of the Legislature in enacting this act, to strengthen the capacity of the community colleges to meet the emerging needs of our state and, in particular, to better ensure that all Californians are offered a chance, challenged and taught with imagination and inspiration, offered assistance and counseling, and held to honest standards."

CHALLENGES

Collegial consultation can present challenges that must be addressed to avoid or minimize problems. Such challenges include:

- participation by individuals with limited expertise
- requiring time away from other demanding duties of job
- can require considerable time
- requires shared accountability
- differing expectations and understanding of the process
- potential conflict if the board rejects a recommendation

"The concept of Collegial Consultation can be envisioned as a continuum, including a range of approaches from consultation to delegation – depending on the issue and local history."

"Collegial Consultation is not a simple process to implement – goodwill, thoughtful people, a willingness to take risks and the ability to admit problems exist – can go far toward establishing a positive environment... The central objective should be creation of a climate where energy is devoted to solving crucial educational tasks and not to turf battles over governance."

–CCCT/CEOCCC Policy Paper, December 1989

THE LAW

The Board of Governors of the California Community Colleges shall establish "minimum standards" and local governing boards shall "establish procedures not inconsistent" with those minimum standards to ensure:

- faculty, staff and students the right to participate effectively in district and college governance and
- the right of academic senates to assume primary responsibility for makingrecommendations in the areas of curriculum and academic standards. (Education Code Sections 70901 and 70902)

Recommending Nature of Academic Senate Role:

"The Legislature intended that academic senates retain their recommendatory character – an action that is advisory in nature rather than one having any binding effect. (This is consistent with Ed. Code §70901 definition of an Academic Senate which authorizes their establishment as) "an organization whose primary function is, as the representative of faculty, to make recommendations to the administration of the college and to the governing board with respect to academic and professional matters . . ."

–Legislative Counsel of California Opinion Letter, 1991

ACADEMIC SENATE REGULATIONS

The governing board of a community college district shall adopt policies for the appropriate delegation of authority and responsibility to its college and/or district academic

VALUE

Colleges that have a significant level of employee participation in the decision-making process cite a number of benefits.

- understanding and acceptance of decisions and commitment to their implementation
- understanding of, and commitment to, objectives
- less dissent with a participatory process
- promotion of trust, cooperation, mutual understanding, team identity, and coordination
- opportunities for conflict resolution
- expertise and analytical skills of many
- expanded leadership opportunities for all

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senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. Questions and answers regarding scope of authority follows.

(Title 5 §53203)

"Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

1. Relying primarily upon the advice and judgment of the academic senate; or

2. That the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

(Title 5 §53200)

'Consult collegially' means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion.

SELECTING PROCEDURES

QUESTION

Who decides which of the two processes in the regulations ("rely primarily" or "mutual agreement") should be used on a given issue?

ANSWER

The local governing board. However, it is recommended that the ten categories of academic and professional matters listed in the regulations be the subject of local discussions during the initial implementation of the regulations, so that all concerned will know, in advance, which issues will be dealt with according to which process. These may then be included in adopted policy.

"Academic and professional matters" means the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines

2. Degree and certificate requirements

3. Grading policies

4. Educational program development

5. Standards or policies regarding student preparation and success

6. District and college governance structures, as related to faculty roles

7. Faculty roles and involvement in the accreditation processes, including the self study and annual reports

8. Policies for faculty professional development activities

9. Processes for program review

10. Processes for institutional planning and budget development, and

11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate
(Title 5 §53200)

CONSULTING PROCEDURES

QUESTION
The regulations list ten areas defined as "academic and professional matters." The local board must adopt procedures identifying how it will "consult collegially" in these ten areas. Those procedures include either to "rely primarily upon the advice and judgment of the academic senate" or to "reach mutual agreement." Must a local board select only one procedure for addressing all ten of the identified academic and professional matters, or can there be a different approach used for the different matters?

The local governing board decides which of the two processes in the regulations should be used on a given issue.

ANSWER
Either one of the procedures may be used to address each of the ten areas defined as academic and professional matters; the procedure need not be the same for all ten. It is recommended - although not required - that the specific procedure selected be identified in policy for each of the ten "academic and professional matters."

The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:

1. In instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the

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recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

2. In instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship require existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal or organizational reasons.

BOARD ACTION

QUESTION

If the governing board chooses the option to "rely primarily" on the advice of the academic senate in any of the ten defined areas of "academic and professional matters," is the board required to accept the recommendation of the senate?

ANSWER

No. Title 5 Regulations clearly state that, in most cases, under the "rely primarily" option, the recommendation of the academic senate will be adopted. However, there are conditions under which the local board may need to make a decision different from the senate's recommendation.

The governing board of a district shall adopt procedures for responding to recommendations of the academic senate.

QUESTION

A district governing board which chooses the "rely primarily" procedure is normally supposed to accept recommendations of the senate in any of the ten defined areas of "academic and professional matters" unless there are "exceptional circumstances" and "compelling reasons." What do these mean?

ANSWER

The regulations do not define the terms "exceptional circumstances" and "compelling reasons," and these terms are not intended to have a legal definition. These terms mean that boards must usually accept senate recommendations, and that in instances where a recommendation is not accepted, the board's decision must be based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context.

Boards tempted to reject a recommendation might, instead, ask the senate to reconsider the recommendation in light of the issues that have not been resolved to the board's satisfaction.

QUESTION
A district governing board which chooses the "mutual agreement" procedure is supposed to reach written agreement with the senate in any of the ten defined areas of "academic and professional matters." When may a board act if it is not able to reach mutual agreement with the academic senate?

INVOLVING OTHERS

QUESTION
Does the term "rely primarily upon the advice and judgment of the academic senate" mean that the governing board should not receive and consider the advice and judgment of others on issues of "academic and professional matters?"

ANSWER
Either one of the procedures may be used to address each of the 10 areas defined as academic and professional matters; the procedure need not be the same for all 10. It is recommended – but not required – that the procedure selected be identified in policy for each of the 10 "academic and professional matters."

Title 5 Regula-tions clearly state that, in most cases, under the "rely primarily" option, the recommendation of the academic senate will be adopted.

STAFF REGULATIONS

The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance.

- Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect of staff.

- Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this section.

- The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.

(Title 5 § 51023.7)

STUDENT REGULATIONS

- Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

- Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

- Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

- District and college policies and procedures that have or will have a "significant effect on students include the following:

1. grading policies;
2. codes of student conduct;
3. academic disciplinary policies;
4. curriculum development;
5. courses or programs which should be initiated or discontinued;
6. processes for institutional planning and budget development;
7. standards and policies regarding student preparations and success;
8. student services planning and development;
9. student fees within the authority of the district to adopt;
10. any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students, and
11. policies and procedures pertaining to the hiring and evaluation of faculty, administration and staff.

(Title 5 § 51023.7)

QUESTION
Should the advice and judgment of the academic senate be accorded greater weight than the advice and judgment of other groups and constituencies in connection with "academic and professional matters"?

The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance.

ANSWER
Yes. Outside of collective bargaining laws, the intent of the regulations is to ensure that, while all relevant constituencies should have the opportunity to participate, boards must accord the greater weight to academic senates in "academic and professional matters" by "consulting collegially" with the senates, as described in these guidelines.

GUIDELINE ENFORCEMENT

QUESTION
Do these regulations have the force of law?

ANSWER
Yes. If a district board does not make a good faith effort and does not ultimately abide by these regulations it would be violation of law.

QUESTION
What powers do the Board of Governors have to enforce Title 5 Regulations such as the ones on strengthening local senates?

ANSWER
Education Code §70901 mandates that the Board of Governors establish minimum conditions entitling districts to receive state aid. Currently there are 15 minimum conditions that districts must meet in order to receive state funds. The Board of Governors can withhold funding from any district that does not meet established minimum qualifications.

One of these minimum conditions is adoption of procedures consistent with §53200-53204 of the Administrative Code. Thus, one of the minimum conditions that districts must substantially meet in order to receive state aid is to strengthen local academic senates as per the new regulations.

Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

	Law	Regulations Level of Participation	Regulations Area of Participation	Regulations Consideration of Recommendations
Faculty	• Right to participate effectively in governance. • Academic senate right to assume primary recommending responsibility in curriculum and academic standards.	• Local boards shall "consult collegially" on "academic and professional matters."	• Academic and professional matters: 1. Curriculum 2. Degree 3. Grading 4. Program development 5. Student standards 6. Faculty role in governance structures 7. Accreditation 8. Professional development 9. Processes for program review 10. Processes for planning & budget 11. Other	• Consult collegially Reach mutual agreement Board rely primarily on: Advice & judgment of academic senate
Staff (Classified Management)	• Right to participate effectively in governance.	• Provided opportunity to participate in policies, procedures and processes that have a "significant effect" on staff	• Significant effect on staff	• Recommendations given "every reassonable consideration"
Students	• Right to participate effectively in governance. • Local boards shall "cconsult collegially" on "academic and professional matters."	• Provided opportunity to participate in policies, procedures and processes that have a "significant effect" on students	• Significant effect on students: 1. Grading 2. Codes of conduct 3. Academic discipline 4. Curriculum 5. Education programs 6. Processes for budget & planning 7. Student standards 8. Student services planning and development 9. Fees 10. Evaluation and hiring 11. Other	• Recommendations given "every reassonable consideration"

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Participating Effectively in District & College Governance

Guidelines

(April 1999)

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* * *

INTRODUCTION

The following guidelines on local decision-making processes have been developed by a joint task force of representatives of the California Community College Trustees (CCCT), Chief Executive Officers of the California Community Colleges (CEOCCC) and the Academic Senate of the California Community Colleges. They have been endorsed by the boards of directors of the CCCT and CEOCCC and by resolution of the Academic Senate. The guidelines augment ones developed in 1992 by a similar joint task force.

The guidelines are grouped by issue area and are in the form of questions and answers. The questions and answers are not intended to cover all situations which may be encountered, but address questions most frequently raised. In the answers developed, use of the word "should" refers to a good practice, but one that is not required. The word "must" indicates the action outlined is required by law or state regulation.

The purpose of the guidelines is to provide assistance to trustees, CEOs, academic senate leaders, administrators, classified staff and students that will enable them to fulfill the intent of effective participation in local decision making as delineated in state law and Board of Governors regulations.

Part I THE LOCAL BOARD POLICY ON COLLEGIAL CONSULTATION

1. What is meant by the term "shared governance?"

"Shared governance" is not a term that appears in law or regulation. Education Code '70902(b)(7) calls on the Board of Governors to enact regulations to "ensure faculty, staff, and students...the right to participate effectively in district and college governance" and, further, to ensure "the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."

The intent of the Legislature in enacting this section of AB 1725 was "to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties" and to assure that "increased faculty involvement in institutional governance and decision making" does not conflict with faculty rights in collective bargaining (Section 4n). This shared involvement in the decision making process does not necessarily imply total agreement nor does it abrogate the ultimate decision making responsibility of the local governing board.

Title 5 §51023.7 and §52023.5 state requirements for the "effective participation" of students and staff, respectively, in the development of recommendations to the governing board. Title 5 §53203 requires the governing board to "consult collegially" with the academic senate on academic and professional matters (defined in §53200).

Consequently, the more precise terms call for the governing board to assure effective participation of students and staff and to consult collegially with academic senates. Later questions will give guidance on these two processes. The term "shared governance" can take on many meanings and it is suggested that its use be curtailed in favor of the more precise terms.

The more precise terms call for the governing board to assure effective participation of students and staff and to consult collegially with academic senates.

2. What needs to be done by local boards and academic senates to implement the regulations to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of academic and professional matters?

The senate and the local board or its designee (usually the chancellor, superintendent/president, or president and senior administration) need to "consult collegially" on the development or modification of the district policy for board action to implement the regulations. This policy can be very general (i.e., a statement that the district will operate according to the provisions of Title 5, Sections 53200-53204) or more specific in terms of how the district carries out the regulations. Different boards and districts may include different amounts of procedural detail in district policy. (However, see recommendations in Questions 4 and 5 on selecting rely primarily/mutual agreement options.)

3. In adopting or modifying policy on academic and professional matters, does the governing board have to meet directly with the senate?

No. The governing board and the senate may each designate appropriate representatives as their voices in the mutual development or modification of policy on academic and professional matters. It is the responsibility of the designees to communicate with their respective constituencies on an ongoing basis so as to best represent them.

The governing board and the senate may each designate appropriate representatives as their voices in the mutual development or modification of policy on academic and professional matters

4. The regulations list eleven areas defined as academic and professional matters. The local board must adopt procedures identifying how it will consult collegially in these eleven areas. Those procedures include either to "rely primarily upon the advice and judgment of the academic senate" or to "reach mutual agreement." Must a local board select only one procedure for addressing all of the identified academic and professional matters or can there be a different approach used for the different matters?

Either one of the procedures can be used to address each of the eleven areas defined as academic and professional matters; the procedure need not be the same for all eleven. It is recommended, although not required, that the specific procedure selected be identified in policy for each of the academic and professional matters.

5. Who decides which of the two processes in the regulations ("rely primarily" or "mutual agreement") should be used on a given issue related to academic and professional matters?

The local governing board. However, it is recommended that the eleven categories of academic and professional matters listed in the regulations be the subject of local discussions so that all concerned will know in advance which issues will be dealt with according to which process. These may then be included in adopted policy.

6. Why is it recommended that the governing board policy specify either the rely primarily or mutual agreement mode of collegial consultation for each of the eleven academic and professional matters?

In preparing recommendations to the governing board, it is necessary that all parties know in advance their responsibilities for determining recommendations. It is important for the governing board to communicate its expectations for the process of developing recommendations. Prior agreement on process has the advantage of allowing the board to focus on the content of recommendations rather than on procedural details.

Part II ACADEMIC AND PROFESSIONAL MATTERS

7. The regulations list eleven areas defined as "academic and professional matters." What is the scope of each of the academic and professional matters?

The intent of the list of academic and professional matters is to state more specifically the breadth of the legal requirement for the academic senate to assume primary responsibility for making recommendations on "curriculum and academic standards" [Ed. Code '70901(b)(7)]. These guidelines do not attempt to further define the list of academic and professional matters. Often it is the context of the issue which determines if it is an academic and professional matter. To assist in this determination, the companion document "Scenarios Illustrating Effective Participation in District and College Governance" gives examples of particular issues and good practice for their resolution through collegial consultation. Furthermore, the 11th item allows the academic senate and the governing board to mutually agree on adding other issues as being subject to collegial consultation. Academic senates, along with governing boards and their designees, are encouraged to establish processes through which the status of any issue as an academic and professional matter is determined.

The intent of the list of academic and professional matters is to state more specifically the breadth of the legal requirement for the academic senate to assume primary responsibility for making recommendations on "curriculum and academic standards."

8. Is it helpful to have a process by which issues are determined to be an academic and professional matter?

Yes. Because academic and professional matters are broad in scope, it is important that colleges and districts have an agreed-upon mechanism for clarifying when an item is an academic and professional matter and thus requiring collegial consultation.

Good practice for developing this mechanism involves agreement between the academic senate or its representative(s) and the Board or its designee.

9. One of the 11 areas of academic and professional matters is district and college governance structures, as related to faculty roles. Must the district consult collegially on the administrative organization chart of the district and/or college?

No. How the administration is organized may be a matter for wide participation by the affected parties but is outside the scope of the district's responsibility to consult collegially with the senate. However, organizational changes which affect academic and professional matters such as curriculum or faculty role in governance would require consultation with the academic senate.

10. Another one of the 11 areas of academic and professional matters is "processes for institutional planning and budget development." Does this regulation relate to the institutional plans and budgets themselves, or only to the process by which plans and budgets are developed for presentation to the board?

The regulation relates only to the process. The academic senate is to be consulted collegially in shaping the processes used for developing the plans and budgets to be acted upon by the governing board. The board is not required to either "rely primarily" on the senate's recommendations or reach mutual agreement with the senate on the plans and budgets themselves.

> *Because academic and professional matters are broad in scope, it is important that colleges and districts have an agreed-upon mechanism for clarifying when an item is an academic and professional matter and thus requiring collegial consultation*

Part III MUTUAL AGREEMENT AND RELY PRIMARILY

11. If the governing board chooses the option to "rely primarily" on the advice of the academic senate in any of the eleven areas of academic and professional matters, is the board required to accept the recommendation of the senate?

No. Title 5 regulations clearly state that in most cases under the "rely primarily" option the recommendation of the academic senate will be adopted. However, there are conditions under which the local board may need to make a decision different from the senate's recommendation. (The circumstances covering such a decision are addressed in the next question.)

12. A district governing board which chooses the "rely primarily" procedure is normally supposed to accept recommendations of the senate in any of the eleven areas of academic and professional matters unless there are "exceptional circumstances" and "compelling reasons." What do these mean?

The regulations do not define the terms "exceptional circumstances" and "compelling reasons," and these terms are not intended to have a legal definition outside the context of this law. (However, these regulations do have the force of law. See Question 35.) These terms mean that boards must usually accept senate recommendations, and that in instances where a recommendation is not accepted the reasons for the board's decision must be in writing and based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context.

Boards tempted to reject a recommendation might, instead, ask the senate to reconsider the recommendation in light of the issues that have not been resolved to the board's satisfaction or in cases in which the clarity, accuracy or completeness of the recommendation needs improvement.

Title 5 regulations clearly state that in most cases under the "rely primarily" option the recommendation of the academic senate will be adopted.

13. A district governing board which chooses the "mutual agreement" procedure is supposed to reach written agreement with the senate in any of the eleven areas of academic and professional matters. When may the board act if it is not able to reach mutual agreement with the academic senate?

If there is no existing policy, the regulations say the board may act without reaching mutual agreement if there are "compelling legal, fiscal or organizational reasons" why it must do so. Again, the word "compelling" is not defined in the regulations and is not intended to have a legal definition outside the context of this law. (Again, the regulations have the force of law. See Question 35.) It means that in instances where mutual agreement with the senate is not reached, a board decision must be based on a clear and substantive rational that puts the explanation for the decision in an accurate, appropriate and relevant context.

14. When there is an existing policy, is the board permitted to act without mutual agreement?

Generally, no. If there is an existing policy, that policy simply stays in effect until mutual agreement is reached. However, there may be cases when the existing policy "exposes the district to legal liability or causes substantial fiscal hardship." In these circumstances, a board may act without reaching mutual agreement provided that it has made a good faith effort to reach agreement and has "compelling legal, fiscal or organizational reasons" to act (as the term "compelling" is described in the previous question) without waiting any longer for agreement.

15. The "mutual agreement" procedure appears to contain de facto ability to block changes in policy when an existing policy is in place by failing to agree to needed action. What would happen if this occurs?

It would be bad faith to use the regulations in order to block changes in policy when an existing policy is in place by failing to agree to needed action. If a board refuses or fails to participate or consult constructivelyin the attempt to reach mutual agreement, a senate may choose to initiate the technical assistance process delineated in the Academic Senate/CCLC document "Assistance to Assure Effective Participation in District and College Governance." On the other hand, if the senate attempts to use the regulations process to block board action by refusing or failing to participate or consult constructively, the board and chief executive officer may seek help through the technical assistance process as well.

> *It would be bad faith to use the regulations in order to block changes in policy when an existing policy is in place by failing to agree to needed action.*

Part IV

IMPLEMENTING THE COLLEGIAL CONSULTATION PROCESS

16. Once board policies on collegial consultation and effective participation have been approved, how can the implementing procedures, structures and committees be developed to ensure the process follows the intent of policy?

Adoption of the governing board policy on collegial consultation is only the first step in complying with the regulations. Procedures, structures, and committees must be reviewed and revised to implement the policy.

The academic senate and the governing board designee should examine existing structures that deal with academic and professional matters. Those committees which are already charged with academic and professional matters, such as curriculum and staff development, should be reviewed to assure that their structures and charges are appropriate. (See Question 17 on committee structure.) Where committees may not exist to deal specifically with an academic and professional matter, a new committee may be needed or, perhaps, the charge of a related committee can be modified. For example, the matriculation advisory committee might be charged with developing proposals for student preparation and success.

Throughout this document, the work products of committees pertaining to academic and professional policies and procedures will be referred to as "proposals." These proposals are available for review by college groups as part of the process to assure effective participation of those affected by suchproposals. As part of their reporting processes, committees forward these proposals to the academic senate for consideration and refinement. After approval by the senate, the "proposal" becomes a "recommendation" of the academic senate. Beyond their charge to develop such proposals, committees also may be involved in implementation of existing policies and procedures. (See Question 19 for a distinction among policy, procedure, and implementation.) For example, curriculum committees implement curriculum policies by reviewing proposals for new and revised courses.

In all procedures, structures, and committees, students and staff should be assured of effective participation in matters which affect them. (See Questions 31 and 32 for more on effective participation of staff and students.)

Those committees that are already charged with academic and professional matters, such as curriculum and staff development, should be reviewed to assure that their structures and charges are appropriate.

17. What essential elements need to be defined in order to ensure that the committee structure, used in collegial consultation and to provide effective participation, is functional?

It is recommended that the charge to a college committee be clearly defined. This permits matters within the scope of the charge to be handled by the committee without overlapping responsibilities with other groups. A clear charge also lessens the tendency to create a new committee for every new issue. (For use of a college council to do issue management for committee referrals, see the next question.)

Committees should have definite membership. Members should be chosen for their expertise and area of responsibility, not just to represent a constituent group. For each place on the committee the following should be specified: appointing body, term length, and voting status (if votes are to be taken).

The expected reports or other work products should be delineated, including to whom the reports are submitted. Committee proposals for policies and procedures on all academic and professional matters should be submitted to the academic senate as well as being available for review by other affected groups. (See the previous question regarding how a committee proposal becomes an academic senate recommendation.)

Operation of the college committee structure takes a commitment of the time and effort of the participants as well as a commitment of resources by the institution. All parties should weigh carefully the developmental needs of the college. To the extent possible, there should be consideration of and accommodation for the time required for student, faculty and staff participation which may be above and beyond their regular duties. Examples of accommodation include convenient times and locations of meetings, reassigned time, and granting of flexibility in work schedules. Consideration is also needed for technical and clerical support for committees with special needs. Operational requirements should not be ignored: Written minutes should be kept of all committee meetings. Meeting times should be arranged so that all members are available. Agendas should be distributed with adequate time (and all needed reference materials) for members to prepare for meetings. Orientation and training of members should be provided regularly.

18. Some institutions have college or district coordinating councils consisting of representatives of the academic senate, unions, classified staff, administrative staff and students. What is the role of such a council within the dictates of the law and regulations?

Neither the law nor regulations call for any specific committees or structures, nor is a coordinating council prohibited. Many colleges have found coordinating councils useful, but some cautions are warranted.

A forum for communication on common issues and for reporting group activities are important functions coordinating councils can play. Often a particular matter may have implications for other groups that are not evident without discussion.

Issue management can be another useful activity for such councils. Broaching topics when they initially arise can give all parties the opportunity to participate in devising a common strategy for addressing that topic. It can be within this forum that the academic senate may identify issues which are academic and professional in nature. These discussions can assure that topics are properly referred to the committee charged with handling that matter. Coordinating councils also provide a venue to resolve conflicts that may arise as issues work their way through the governance process.

However, a coordinating council is not the appropriate body to make recommendations to the governing board or designee on academic and professional matters. These issues are appropriate-

In all procedures, structures and committees, students and staff should be assured of effective participation in matters that affect them.

ly within the purview of the academic senate. Furthermore, care should be taken in placing decision-making authority in the hands of coordinating councils. The strength of participatory governance lies in recommendations being made by those who have the necessary expertise and are most affected by the decision.

19. The law and regulations use the terms "district and college governance," "policies," "policy development and implementation" and "policies and procedures." What are the distinctions among policy, procedures and implementation?

Distinctions among policy, procedures, and implementation are not exact, and specific delineations should be made locally on a case-by-case basis. That said, some generalizations may be useful.

Policies give the college general direction to accomplish its mission. They create the context for action as well as foster a positive climate in which change can occur. Policies delineate the conditions which procedures must meet and state the expectations for what is to be accomplished. They are of a sufficient scope and significance that they are adopted by public action of the governing board. Procedures define the steps to be taken to carry out a policy. They specify those responsible for carrying out each step and may include a timeline by which tasks are to be completed. Implementation means carrying out the steps called for in the procedure.

Broaching topics when they initially arise can give all parties the opportunity to participate in devising a common strategy for addressing that topic.

20. For those matters which the governing board delegates to the chief executive officer, does collegial consultation still apply? Is the governing board still responsible to assure the effective participation of affected groups?

Yes to both questions. Ed. Code §70902(d) gives the governing board authority to delegate certain responsibilities to groups or individuals employed within the district. Those to whom those responsibilities are delegated must themselves consult collegially with the academic senate on academic and professional matters. Before agreeing to delegation, boards should carefully consider whether decisions are of a nature that they should be made in the public forum of the board meeting. Note that the Brown Act, Government Code §54950-54962, specifically requires open meetings of groups to whom boards have delegated authority, such as the academic senate.

Even on matters delegated to others, the governing board still maintains the responsibility to assure effective participation of students, faculty, and staff. The academic senate still retains its right to place issues on the board agenda and to present its views to the board (Title 5 §53203), with the understanding that reasonable, accepted procedures will be followed.

21. What features characterize an effective collegial consultation process?

Collegial consultation requires mutual understanding among the faculty, administration, and the governing board. Such understanding requires an awareness of interdependence, a commitment to communication, and the exchange of ideas as well as a commitment to joint action in the interests of solving educational problems or setting educational policy.

There is no one best method for implementing collegial consultation. Each college tends to develop a culture of its own within which collegial consultation takes place. Nevertheless, a few features seem to be common among those colleges with effective processes.

Policies delineate the conditions that procedures must meet and state the expectations for what is to be accom - plished

One such feature is a clearly defined governance structure that includes an organizational chart, charges of the councils or committees, and defined memberships and processes. A regular program should be established for old and new members of the governing board, administration, and faculty to acquaint them with the principles and practices of the collegial consultation structure. When everyone understands how the process works, and the structure is used consistently, it allows for success.

Communication is also a hallmark of a good collegial consultation process. Venues are created for key leaders to discuss matters in formal settings such as a coordinating council. (See Question 18 in the Senate/CCLC document on the role of councils.) Informal meetings can be held between key leaders between formal meetings to further understanding, but official conclusions should be a part of the formal process. All participants must make a conscientious effort to keep one another informed.

The need for trust will often be raised in the context of shared decision-making. Trust is fostered when well established principles and practices of collegiality are adhered to by all. In addition, trust can be built by creating opportunities for individuals to establish professional relationships in a variety of venues.

Collegial consultation works best in well-run districts where expertise and delegation of authority is respected, and where representatives are open and honest and are committed to working together for the benefit of the students.

22. Can a CEO make faculty appointments to committees, task forces or other groups dealing with academic and professional matters?

No. Title 5 §53203(f) requires that appointments of faculty to groups dealing with academic and professional matters be made by the academic senate after consultation with the CEO or designee. Furthermore, consultation is required in establishing committees if the purpose of the committee is to develop policy or procedures related to an academic and professional matter or as part of the basic governance structures set forth in the board's policy on collegial consultation (see Chancellor's Office Legal Opinion M 97-20, 10/23/97).

23. What do the law and regulations say about participation in collegial consultation of college and district senates in multicampus districts?

Delegation of authority and responsibility by a governing board under Title 5 §53203(a) can be to its college senate, district senate, or both. In districts with a district senate established pursuant to Title 5 §53202, governing boards may establish policies delineating collegial consultation with college senates only, district senates only, or to both.

When collegial consultation involves both college and district senates, distinction should be made between recommendations that involve college matters only and those which have district scope. This is a local matter to be worked out among the senates and the board or its designee(s). It is recommended that on district matters the board specify the chancellor as its designee and on college matters the designee be the college president.

Collegial consultation requires mutual understanding among the faculty, administration, and the governing board.

24. How can the timelines of collegial consultation be respected while addressing opportunities and requirements to which a college must respond quickly?

Development of effective policies and procedures takes time. Issues requiring the development or revision of policies and procedures should be identified as early as possible and the consultation process initiated right away. Development of proposals in isolation which are then brought into consultation is not a productive methodology. Prolonged debate without constructive recommendations needlessly extends resolution of the issue. All parties should agree to reasonable timelines at the beginning of the consultation process. Particularly stressful is the need to make a decision in a short timeframe imposed by external considerations. Districts which seem to handle these situations best are those which have a comprehensive planning process. If the institution has foresight and agreed upon goals and objectives, it is likely that new challenges can be more quickly integrated into the district's plans. An atmosphere of trust in the leadership is critical as well, considering that recommendations on items with short deadlines often necessitate the academic senate president and college president collaborating without opportunity to obtain full input from the various constituents. Even in such circumstances, it is expected that the actions of both presidents will not be inconsistent with the established positions of their respective groups.

Part V

ROLES OF THE ACADEMIC SENATE AND EXCLUSIVE BARGAINING AGENT

25. Can the local board choose the academic senate to be the organization that represents faculty in matters that have previously been collectively bargained or are within the legal scope of bargaining? Can the local board accept recommendations from the academic senate or reach agreements with the academic senate which contradict a collective bargaining agreement?

The answer to both questions is no. The governing board may not legally delegate to the senate any responsibilities or functions which belong to the exclusive representative. AB 1725 did not change collective bargaining law (i.e., the Educational Employment Relations Act, Government Code Section 3540 et sec.) nor the legal scope of bargaining. The regulations specifically point out that nothing in the Board of Governors' regulations may be construed to "detract from any negotiated agreements between collective bargaining and district governing boards."

Trust is fostered when well-established principles and practices of collegiality are adhered to by all.

26. Can a board and union through a collective bargaining agreement change a policy previously adopted by a board based upon recommendation of the academic senate or mutually agreed to with the academic senate?

Yes. Matters appropriately within the scope of collective bargaining may be negotiated between collective bargaining representatives and district governing boards regardless of previous policies. Citing the EERA in GC §3543.2(a), "The scope of representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment." These terms and conditions are then enumerated in the Act. Furthermore, exclusive bargaining agents have the right to "consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks..." However, the EERA does not supercede Education Code provisions and, as stated in GC §3540, "shall not restrict, limit, or prohibit the full exercise of the functions of any academic senate or faculty council established by a school district in a community college to represent the faculty in making recommendations to the administration and governing board of the school district with respect to district policies on academic and professional matters, so long as the exercise of the functions does not conflict with lawful collective agreements."

27. May the collective bargaining agent delegate matters within the scope of bargaining to the local senate and may the senate delegate matters within the scope of the eleven defined areas of academic and professional matters to the collective bargaining agent?

Yes, to the extent permitted by collective bargaining laws. The regulations state that the intent is to "respect agreements between academic senates and collective bargaining representatives..."

Issues requiring the development or revision of policies and procedures should be identified as early as possible and the consultation process initiated right away.

Part VI STUDENTS AND STAFF

28. Does the phrase "rely primarily upon the advice and judgment of the academic senate" mean that the governing board should not receive and consider the advice and judgment of others on issues of academic and professional matters?

No. Indeed, there are other regulations and laws which address the participation of the public, students, staff and unions in district governance.

Title 5 §51023.7 requires the governing board to "adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance." Students are to participate in "formulation and development" of policies and procedures that have a "significant effect" on them. The regulation lists 10 areas of such significant effect, most of which are quite similar to the senate's academic and professional matters. Boards are not to act unless students have had the opportunity to participate, with the exception of "unforeseeable, emergency situations" and shall give positions of the students "reasonable consideration." The regulation states the intent that boards are to respect the agreements with senates and unions while working with students.

Title 5 §51023.5 requires the governing board to "adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance," However, areas that affect staff are not defined in the regulation but remain matters "that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff."

The role of the exclusive bargaining agents is explicitly protected in Title 5 and is cited in the Educational Employment Relations Act. (See Section 3543.2 of the Government Code.) The public is granted access to the governing board through the open meeting provisions of the Brown Act. (See Government Code Sections 54950-54962.)

29. What are good practices to assure effective participation of students and staff in the process of formulating recommendations which affect them?

Student participation can be strengthened in several ways. Student leaders can work with the college leadership to identify committees whose charges incorporate the ten areas of significant effect on students. Student membership can be specified on those committees. The names of those who will participate on committees can be identified early in the year. It is important that committees meet at regularly scheduled times convenient to students interested in being members. Student members can benefit from orientation and training and from having an assigned mentor to assist in getting to know the work of the committee. An effective strategy to strengthen leadership skills is to have a student government course as part of the curriculum. Communication between the student government, the academic senate, and other groups can be improved by having liaisons attend one another's board meetings.

The scope of representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment.

Administrative staff have a role beyond that of the chief executive officer functioning as the board's designee. It is advised that committees dealing with specific topics have the participation of mid-level administrators in whose areas of responsibility those topics fall. That participation may be as a resource, as a member, or as chair, depending on the local college decision-making process.

Classified staff should participate in the formation and development of policies and procedures on matters which significantly affect staff. Committees and task forces on campus which deal with those issues should have classified staff as members. As with all committee members, classified staff can benefit from orientation and training and from a mentor relationship with a seasoned committee member.

30. Should the advice and judgement of the academic senate be accorded greater weight than the advice and judgement of other groups and constituencies in connection with academic and professional matters?

Yes. Subject to Questions 25, 26, and 27, the intent of the regulations is to ensure that, while all relevant constituencies should have the opportunity to participate, boards must accord the greater weight to academic senates in academic and professional matters by consulting collegially with the senates, as described in these guidelines.

31. What are the responsibilities of the academic senate to obtain input from staff and students on academic and professional matters that have a significant effect on these groups?

Title 5 §51023.7 requires the governing board to "adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance."

In the creation of the structures, procedures and committees for collegial consultation (see Question 16) provisions must be included for the effective participation of students and staff on matters which affect them. Proposals which come from committees on academic and professional matters are available for review by all college constituencies and are considered in open deliberations at academic senate meetings. When such proposals are heard by the academic senate, every effort should be made to engage affected parties in the deliberations. In this manner the academic senate will have considered the input of students and staff before making recommendations to the governing board (or its designee) on matters which affect students and staff. Of course, all parties may directly address the board as it deliberates on its ultimate decision.

32. What can be done to educate all members of the college community participating in the collegial processes concerning the law, regulations, best practices of decision making and the issues under discussion?

Good practices might include the following. All participants in the governance process should be provided copies of the relevant laws, regulations, and district policies and procedures. It is recommended that each standing governance committee have a handbook of such information as well as reports and minutes generated in previous years. The first annual organizational meeting of each committee should be devoted to orientation and training on the committee charge and procedures. The leadership of constituency groups might get together in a retreat format at the beginning of each academic year to review the governance process, consider priorities for the coming year, and build personal relationships.

Part VII KEEPING PARTICIPATORY GOVERNANCE STRONG

33. Are effective participation and collegial consultation policies and practices subject to regular evaluation and revision as necessary by the governing board?

While there is no requirement that such policies be regularly reviewed, it is a good idea. The review process should be mutually agreed upon, and, further, the board policy should specify that recommendations for change should be by collegial consultation with the academic senate (on the board policy affecting the academic senate) and by effective participation of staff and students (on policies affecting them).

It should be possible for any of the parties to initiate the process for review of these policies. It may be the case, for example, that a change in leadership might bring new perspectives to the decision making process that might engender a desire for certain improvements. However, districts should take care that the collegial consultation process is not built on individual strengths that may be idiosyncratic to particular leaders.

Student leaders can work with the college leadership to identify committees whose charges incorporate the 10 areas of significant effect on students.

34. How can the academic senate and other constituent groups and the local governing board engage in mutually productive dialogue?

Engaging in mutually productive dialogue is based on respect, trust and willingness to seek information. Mutually productive dialogue may take place at regular business meetings of the board, at open college and community forums and board study sessions and retreats, and by sharing written information.

Under the provisions of the Brown Act, governing board meetings are open to everyone. All constituent members have the right to address the board on items on its agenda and matters under the board's purview.

Beyond legal requirements, boards should recognize the special role that academic senates and student and staff organizations play in developing recommendations for board action. Following are some suggestions to strengthen that role. Organizational representatives may be seated prominently to facilitate discourse with the board. Reports from each organization may be regularly agendized. Items on the board agenda which were developed through significant senate, student, or staff involvement can be jointly presented by the appropriate organizational representatives. Commentary on board agenda items can be solicited from the senate, student, and staff representatives without restrictions such as filling out speaker cards and being subject to short time limitations.

In addition to regular business meetings of the board, other opportunities can be structured for mutually productive dialogue and education. Study sessions, workshops, and college and community forums often provide a more open environment for board members, key community groups, and college leaders to engage in discussion about external trends and broad policy direction and for the board to share its vision and to hear about activities in the district related to achieving the vision and mission. Sessions such as these enable constituent groups to identify and address areas of agreement and concern early in policy discussions.

Proposals that come from committees on academic and professional matters are available for review by all college constituencies and are considered in open deliberations at academic senate meetings.

Part VIII COMPLIANCE

35. Do these regulations have the force of law?

Yes. If a district board does not make a good faith effort and does not ultimately abide by these regulations it would be in violation of law.

36. What powers do the Board of Governors have to enforce Title 5 regulations such as the ones on ensuring the right of academic senates to assume primary responsibility for making recommendations in the areas of academic and professional matters?

Education Code Section 70901 mandates that the Board of Governors establish minimum conditions entitling districts to receive state aid. The Board of Governors can withhold funding from any district that does not meet established minimum conditions. One of these minimum conditions is adoption of procedures consistent with sections 53200 - 53204 of the California Code of Regulations. Thus, one of the minimum conditions that districts must substantially meet in order to receive state aid is to assure the effective participation of local academic senates as per the regulations.

37. What are the responsibilities of the governing board and chief executive officer to implement the regulations to ensure the effective participation of faculty, staff and students in district and college governance? What obligations does a governing board have to ensure that recommendations regarding academic and professional matters have gone through the collegial consultation process?

The board must uphold the requirements of Ed. Code 70902(b)(7) and Title 5 §53200-204 (academic senates), §52023.7 (students) and §51023.5 (staff). As the designee of the board, the CEO is likewise bound to carry out these regulations. When considering action on an academic and professional matter, the local governing board must first ascertain that the collegial consultation process has been followed. If not, action on the item would then be delayed until such consultation has been obtained.

38. If the regulations are violated, will the state Chancellor's Office intervene and/or investigate the case for possible noncompliance?

Violations of Title 5 regulations may be reported in writing by filing a written complaint with the Legal Affairs Division of the Chancellor's Office. The General Counsel will investigate credible complaints and determine needed corrective action to assure compliance with the regulations.

Districts should take care that the collegial consultation process is not built on individual strengths that may be idiosyncratic to particular leaders

39. If a local senate or CEO and governing board feels that it has exhausted all sincere internal efforts to work cooperatively and believes the regulations continue to be ignored, what remedies can be sought?

The following steps are recommended. First, the representative group - the statewide Academic Senate or the Community College League - should be contacted for useful advice and direct support. Secondly, the local academic senate and governing board may mutually request technical assistance through the process established jointly by the Academic Senate and the League. Thirdly, if the local academic senate believes that there is clear noncompliance, it may file a complaint with the Legal Affairs Division of the Chancellor's Office. Finally, the local senate may pursue remedies with the state Attorney General or in court.

Committee Operational Procedures

a) Committee recommendations are directed to the individual or to that committee defined as advisory to in the procedures associated with this policy. Dissenting members of a committee shall have the right to present a minority opinion at the same time that the majority opinion is presented.

b) Unless designated otherwise in the procedures associated with this policy, committee member appointments will be made in the following manner: Faculty members will be appointed by the president of the Academic Senate. Classified staff members will be appointed by the president of the Classified Senate. Student members will be appointed by the president of the Associated Student Government. Other committee members will be appointed by the Superintendent-President.

c) Members of standing committees will serve two years, with approximately half of the members being replaced each year, unless the appointing body determines otherwise by appropriate bylaws. Members of ad hoc committees will serve for the duration of the committee, unless the appointing body determines otherwise by appropriate bylaws.

d) If a member is unable to continue service on a committee for any reason, the member will be replaced through the regular appointment procedure. Persons who are members of committees by virtue of a position or title they hold in an organization may be replaced by that organization. Persons who are members of committees by virtue of management positions or titles may be replaced by the Superintendent-President, in consultation with respective area managers. Replacement members may be appointed to serve the remaining portion of the term of the member leaving the committee or any shorter period of at least 10 weeks duration.

e) Each standing committee, with the exception of the Curricu-lum Committee, Academic Standards Committee and Calendar Committee, elects its own chairperson. The Superintendent-President may appoint the chairperson of an ad hoc committee or may provide for the committee to elect its own chairperson.

f) All records of the committee, including minutes and agendas, are maintained by an executive secretary appointed by the Superintendent-President. The executive secretary may be a current member of the committee or may be appointed as an addition to the committee. If appointed as an addition to the committee, the executive secretary shall not be a voting member of the committee. In the event there is no executive secretary, the chair-person of a committee shall be provided with adequate clerical support needed to fulfill the duties of the chair and the committee.

g) Committee business will normally be conducted in a spirit of open communication, and not rely on formal parliamentary procedures except when required to keep order. When required, the latest edition of Roberts Rules of Order will govern proceedings. Copies of other procedural rules, if adopted by the committee, shall be provided to committee members and to all groups responsible for appointing members to that committee.

h) For the purpose of conducting business, a quorum shall be one more than half of the active committee membership.

i) The committee chairperson may request replacement through regular procedures of committee members missing three consecutive meetings. Members for whom replacement has been requested shall not be considered active members for voting or for purposes of establishing a quorum.

j) It is expected that most committee determinations can be achieved through consensus and not require reliance on formal voting procedures. Where formal votes become necessary, each committee member shall have one vote. Voting by proxy is not allowed. Votes may be made by voice, roll call or by show of hands. Secret ballots may be used for election of the chairperson and for such other matters as the committee deems appropriate.

k) Members are encouraged to place germane issues on the committee meeting agenda by notifying the chairperson at least four working days prior to the meeting. The agenda and supporting materials for any action item shall be distributed to committee members at least three working days prior to the meeting. No items may be added to an agenda within the three working days prior to a meeting or during a meeting except in case of an emergency or other compelling cause as determined by a majority of the committee.

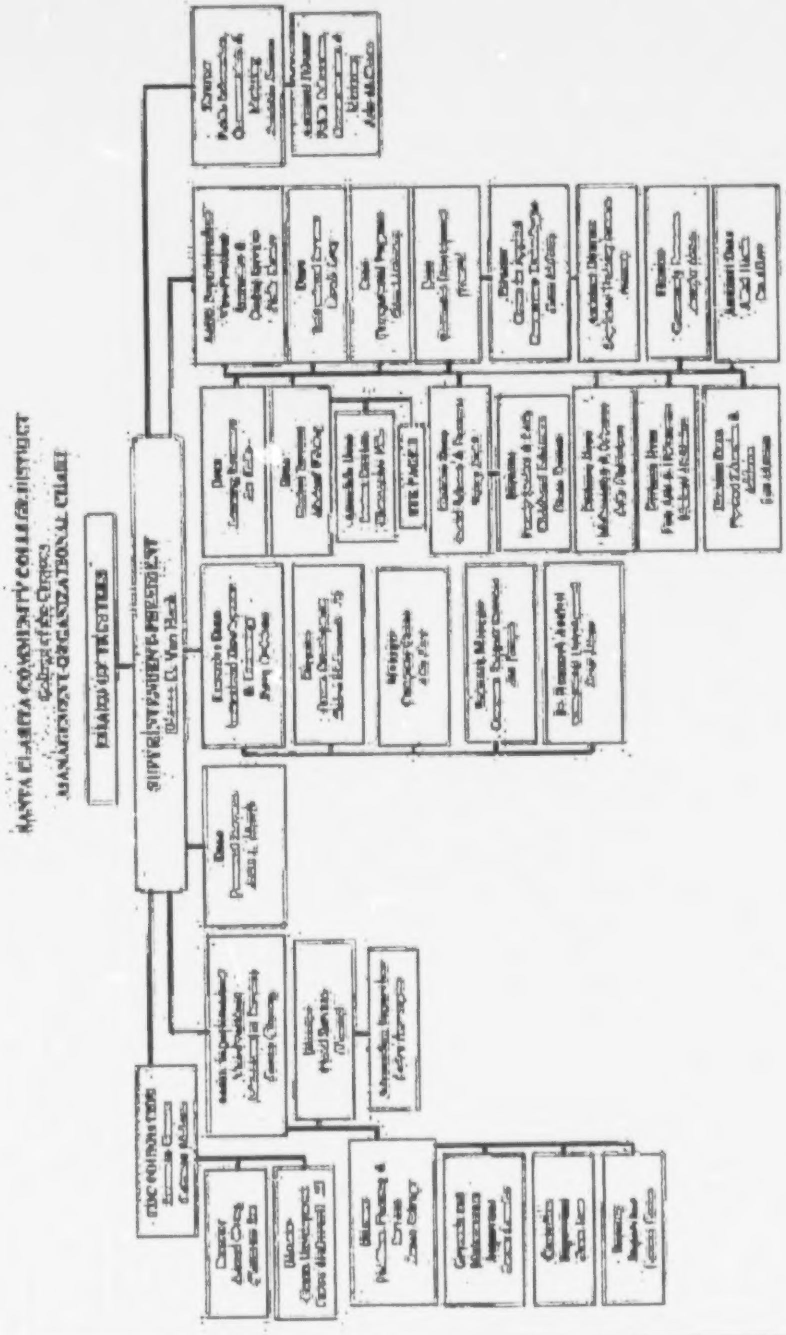
Boards should recognize the special role that academic senates and student and staff organizations play in developing recommendations for board action

l) Each committee shall maintain written minutes of committee meetings that shall, at a minimum, contain a record of attendance and any action taken by the committee. Copies of the minutes shall be distributed to every committee member. A copy shall also be made available to the Academic Senate, the Classified Senate, the President's Office and the campus intranet. Generally, minutes should be completed and distributed within two weeks of the meeting recorded and always before the next meeting of the committee, when possible.

m) Each committee shall establish a schedule of meeting dates at its first meeting of each semester. Special meetings may be called by the committee chairperson or by the Superintendent-President. Except in an emergency, each member shall be given at least three (3) working days notice of a special meeting, including notice of the proposed agenda. When a meeting is to be cancelled, reasonable advance notification shall be provided to committee members, if possible.

n) Any change in policy/procedures recommended by a committee will be forwarded to the individual to whom the committee is advisory, who may forward it to the Campus Policy Committee for review in accordance with campus policy.

Administration: Organizational Structure



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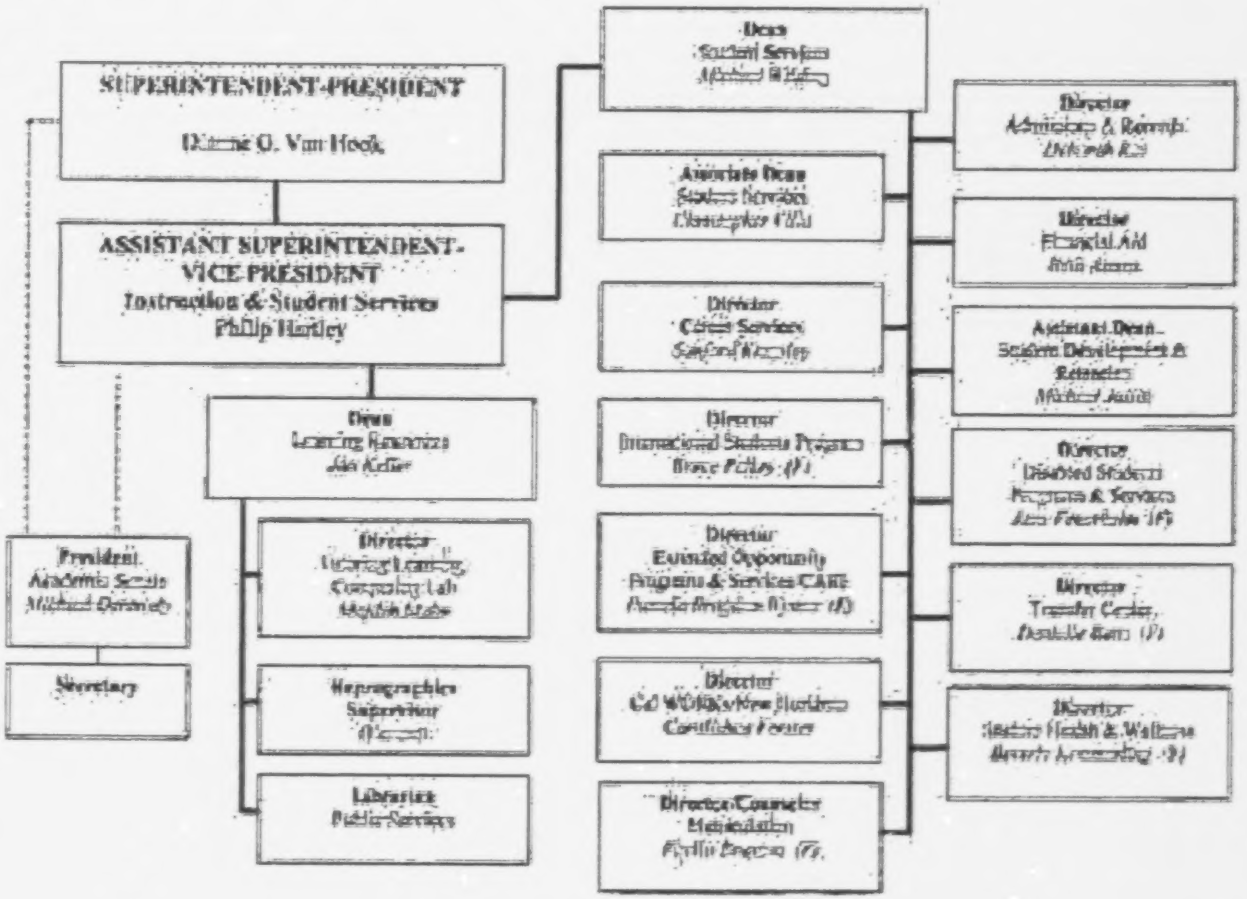
MANAGEMENT ORGANIZATIONAL CHART



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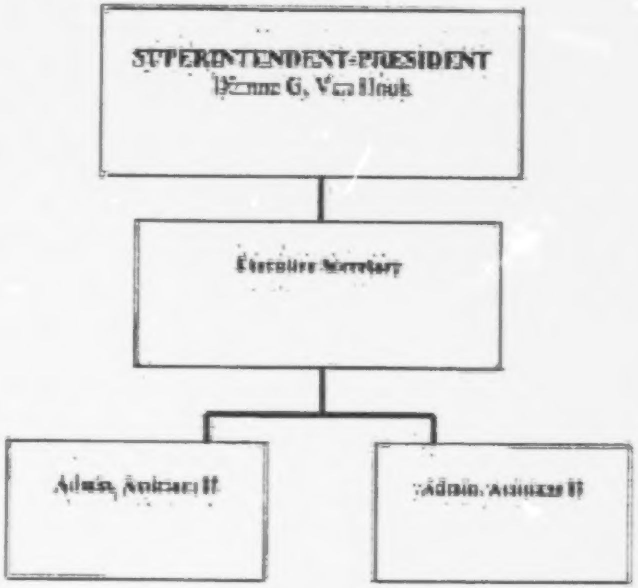
PRESIDENT'S OFFICE



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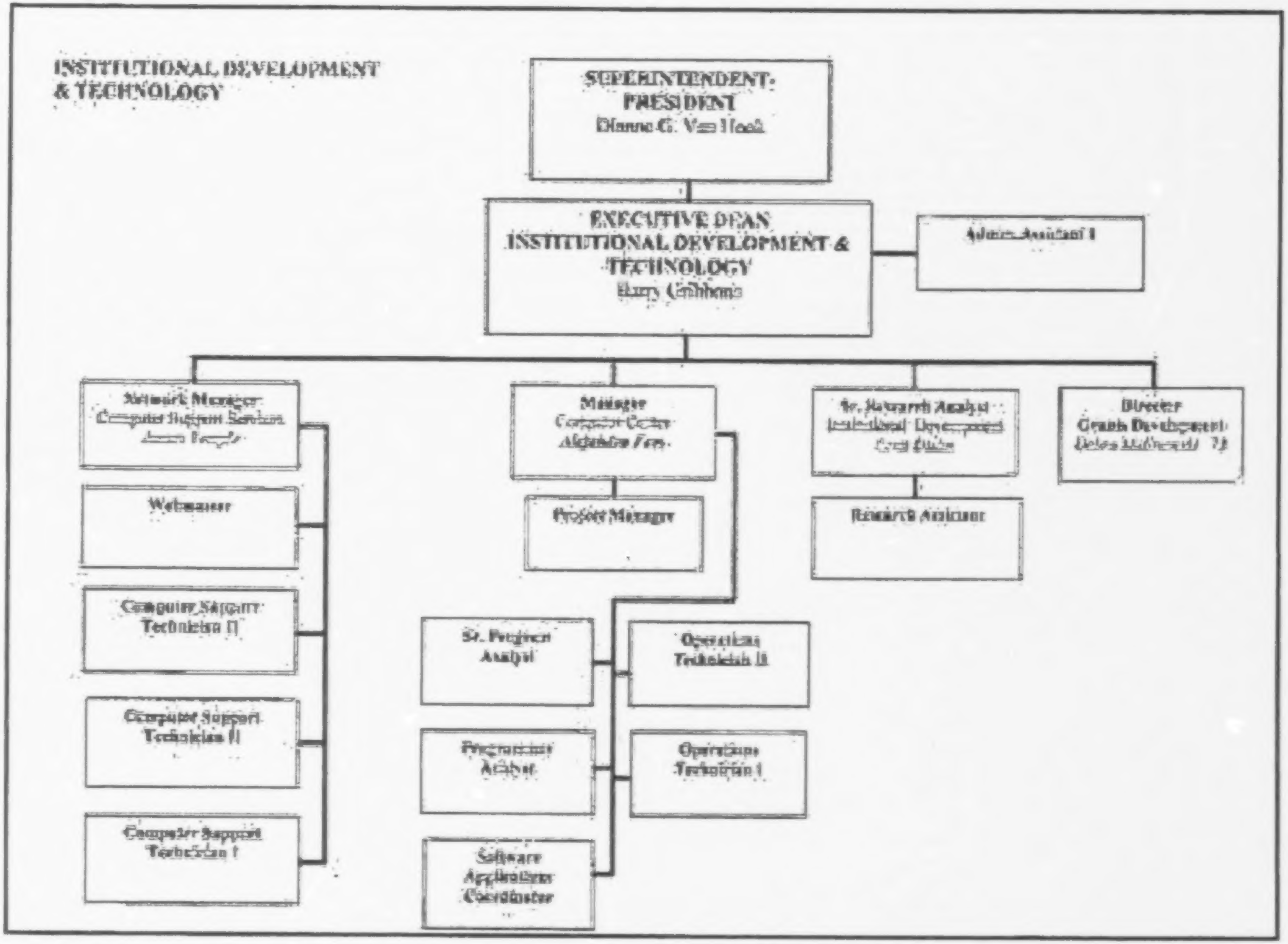

INSTITUTIONAL DEVELOPMENT & TECHNOLOGY
SUPERINTENDENT-PRESIDENT
Dianne G. Van Hook
EXECUTIVE DEAN INSTITUTIONAL DEVELOPMENT & TECHNOLOGY
Barry Gribbons
Admin. Assistant I
Network Manager Computer Support Services
Webmaster
Computer Support Technician II
Computer Support Technician II
Computer Support Technician I
Manager Computer Center
Project Manager
Sr. Program Analyst
Programmer Analyst
Software Applications Coordinator
Operations Technician II
Operations Technician I
Sr. Research Analyst Institutional Development
Research Assistant
Director Grants Development

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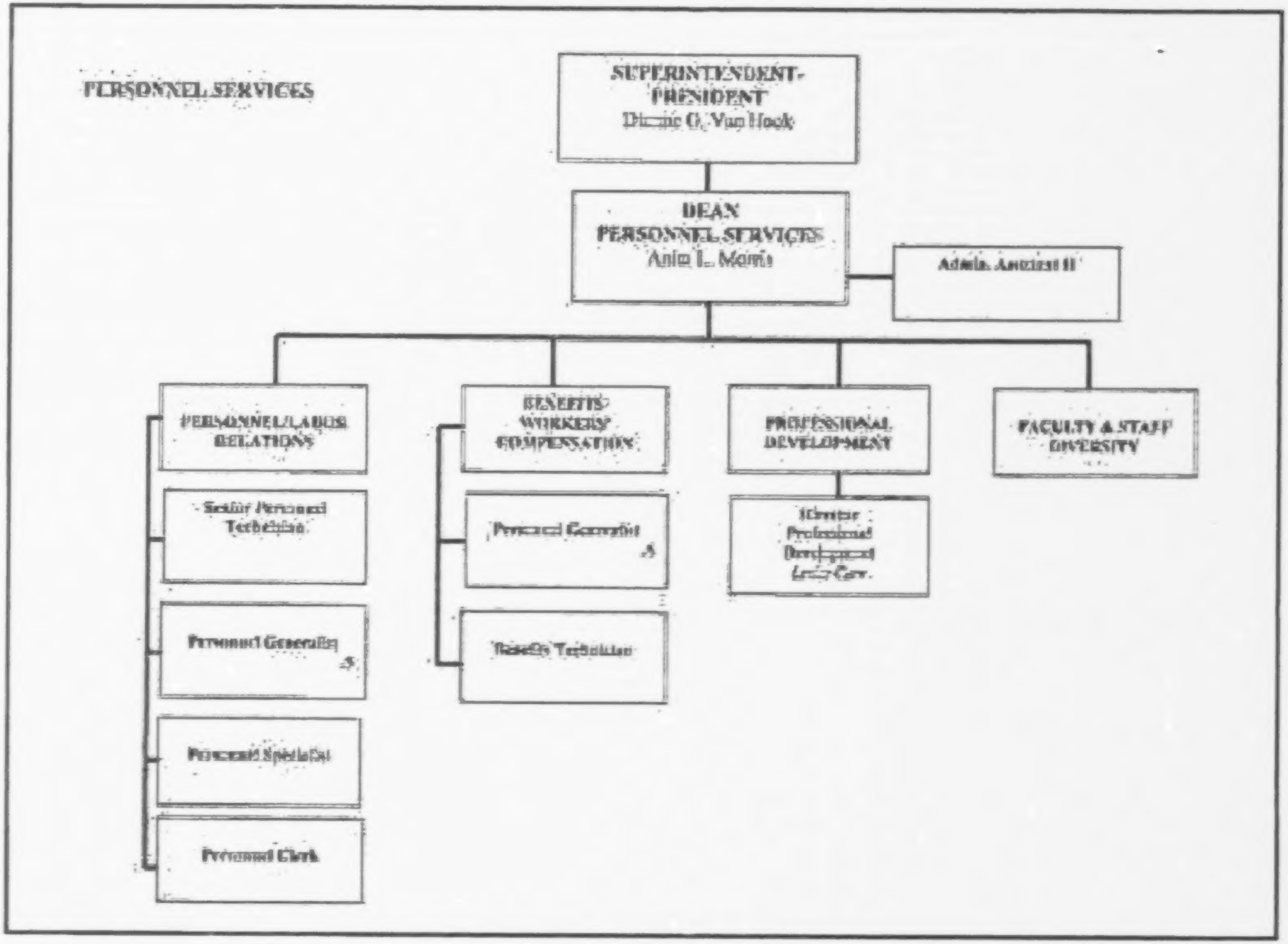

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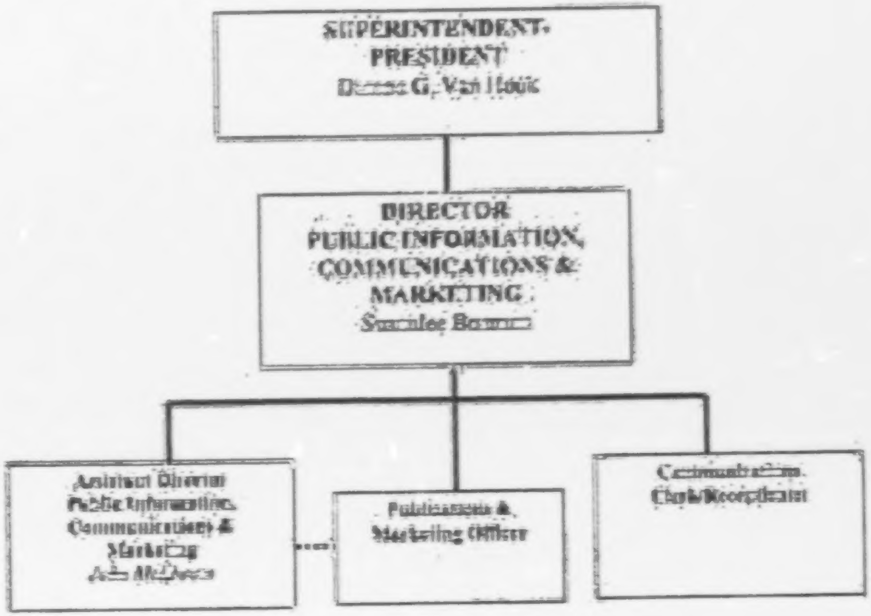
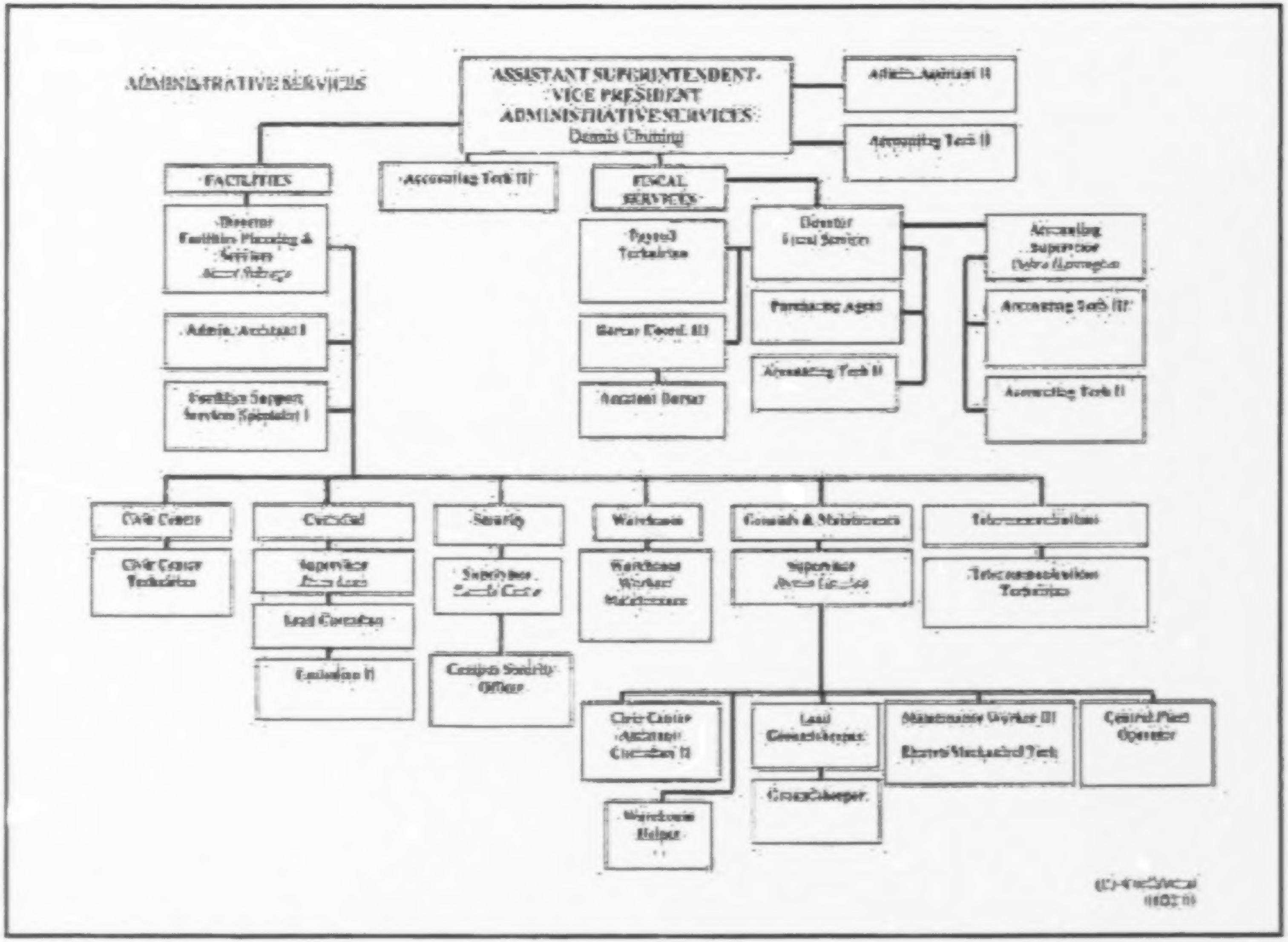
PUBLIC INFORMATION, COMMUNICATIONS & MARKETING


SUPERINTENDENT-PRESIDENT
[illegible] G. Van Houk
DIRECTOR PUBLIC INFORMATION, COMMUNICATIONS & MARKETING
[illegible]
Assistant Director Public Information, Communications & Marketing
[illegible]
Publications & Marketing Officer
Communications Clerk/Receptionist



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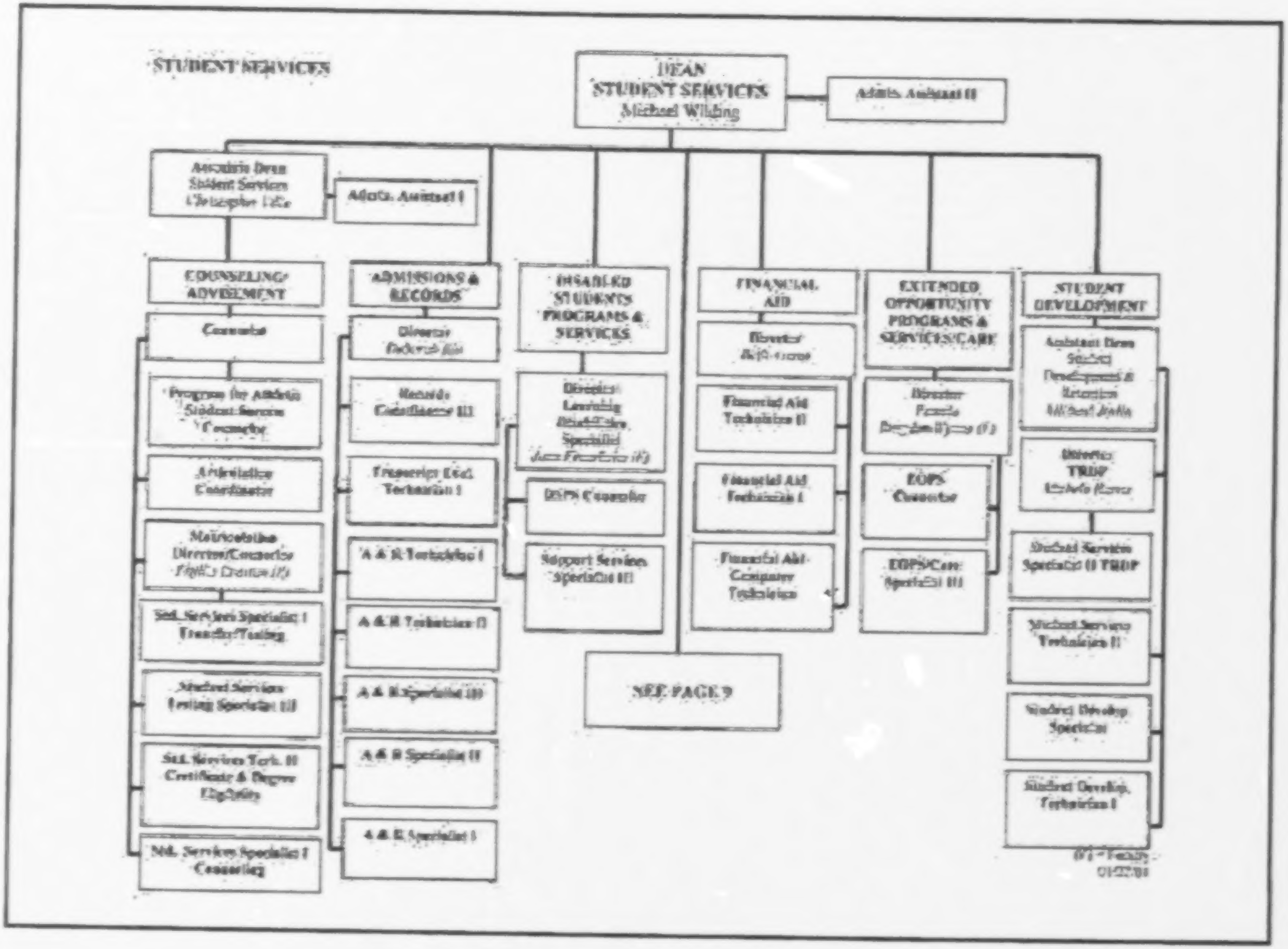

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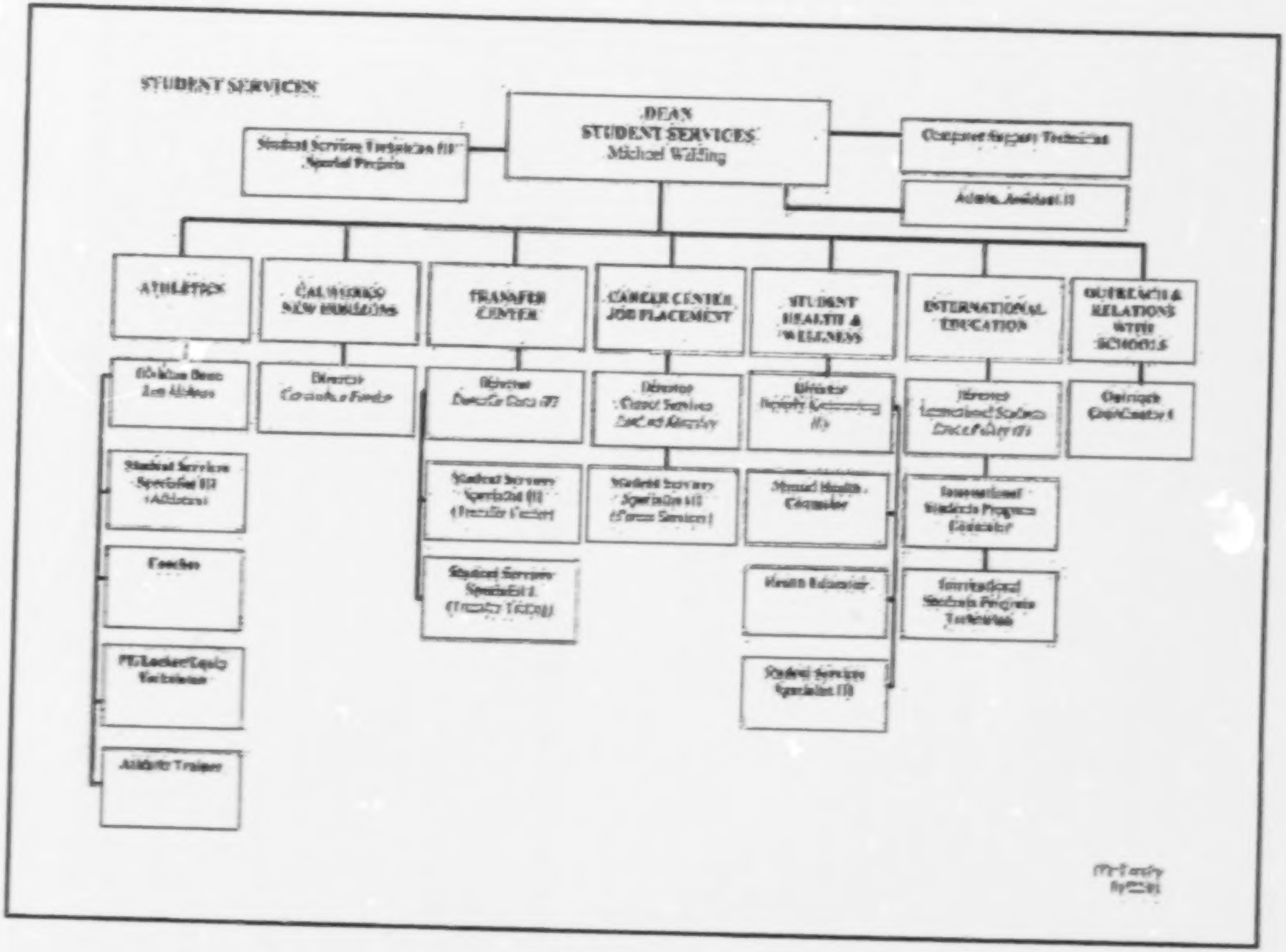

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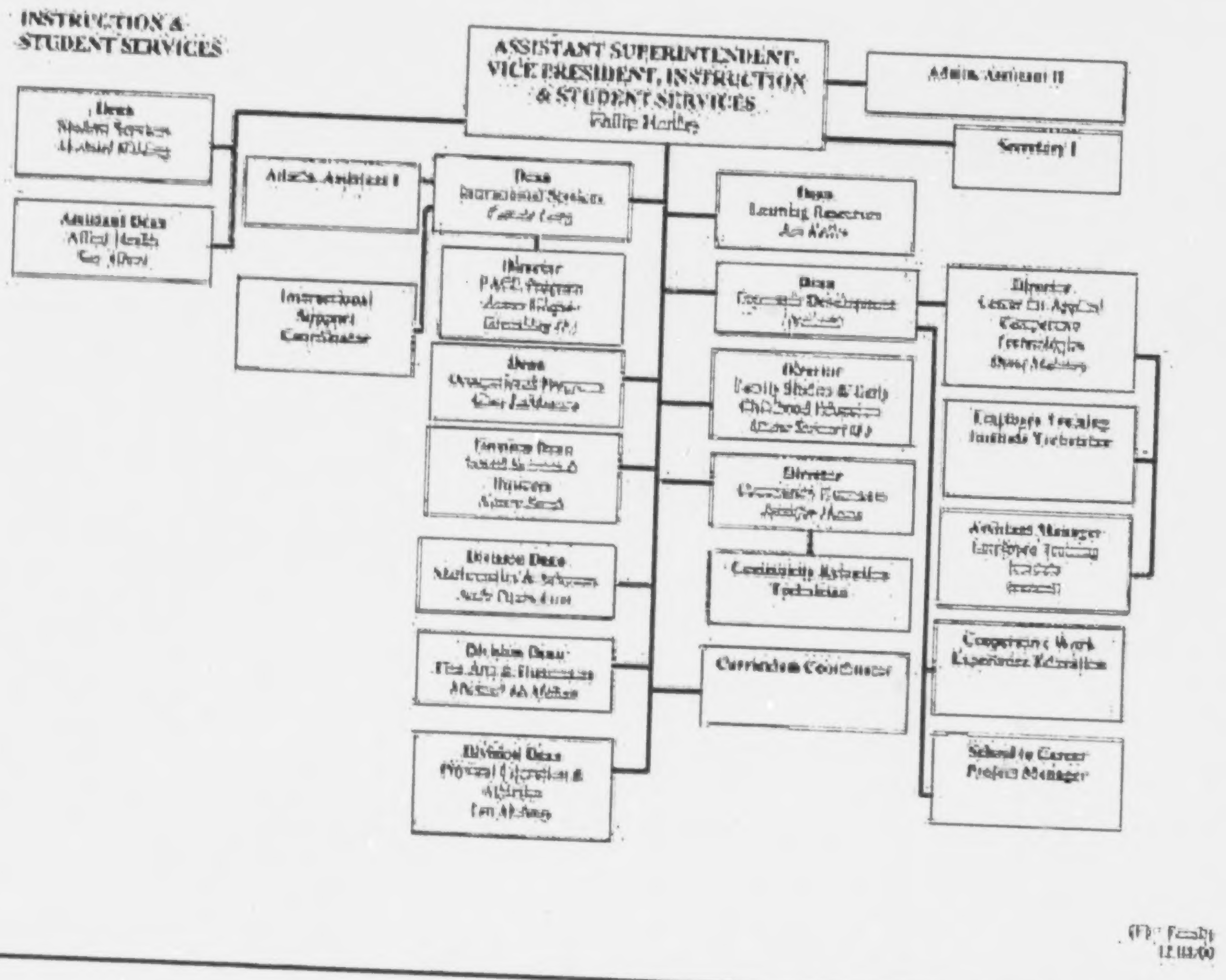
INSTRUCTION & STUDENT SERVICES
ASSISTANT SUPERINTENDENT-VICE PRESIDENT, INSTRUCTION & STUDENT SERVICES
Admin. Assistant II
Secretary I
Dean Student Services
Assistant Dean Allied Health
Admin. Assistant I
Instructional Support Coordinator
Dean Instructional Services
Director PACE Program
Dean Occupational Programs
Division Dean Social Sciences & Business
Division Dean Mathematics & Sciences
Division Dean Fine Arts & Humanities
Division Dean Physical Education & Athletics
Dean Learning Resources
Dean Economic Development
Director Family Studies & Early Childhood Education
Director Community Education
Community Education Technician
Curriculum Coordinator
Director Center for Applied Competitive Technologies
Employee Training Institute Technician
Assistant Manager Employee Training Institute
Cooperative Work Experience Education
School to Career Project Manager
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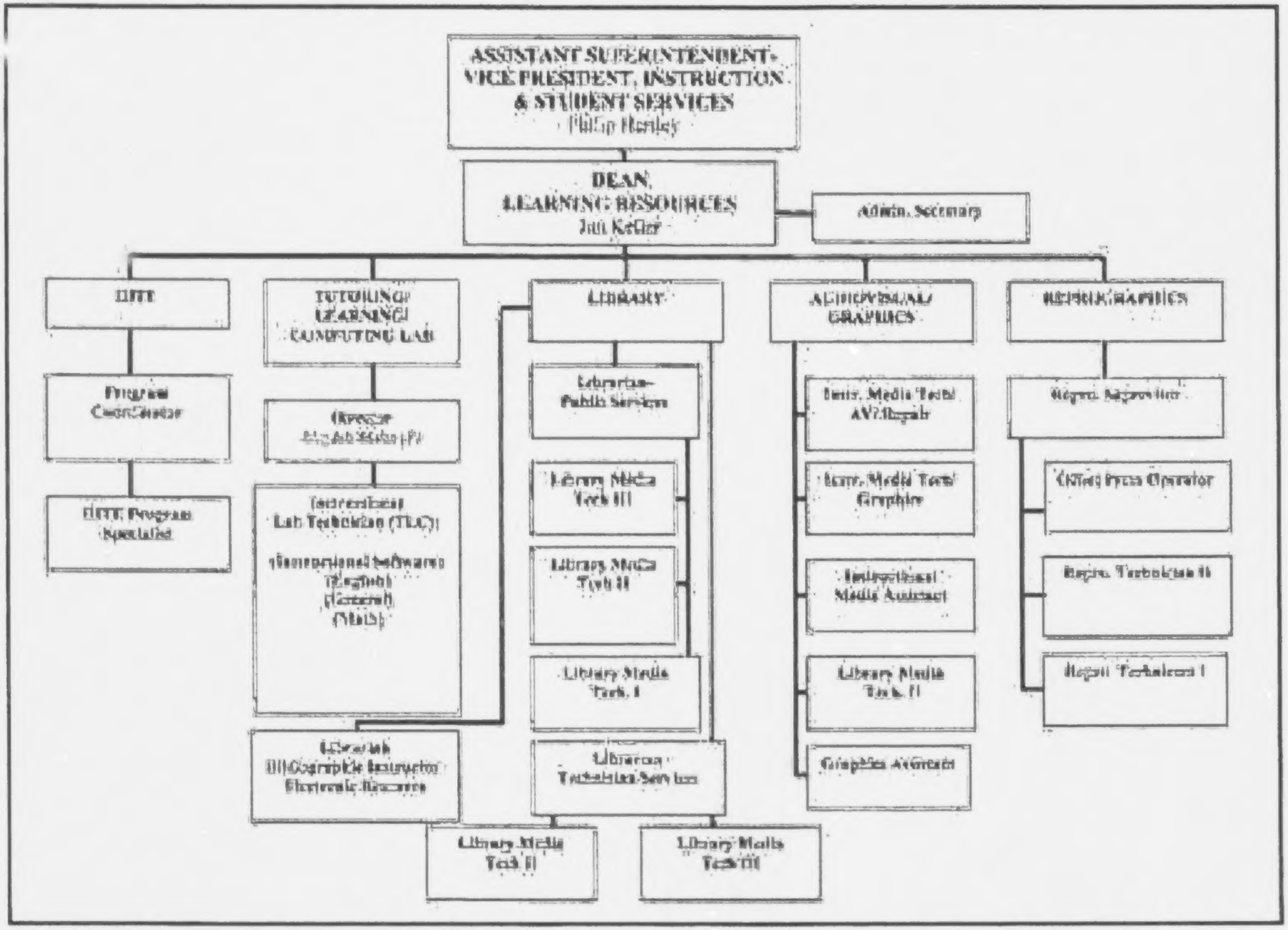

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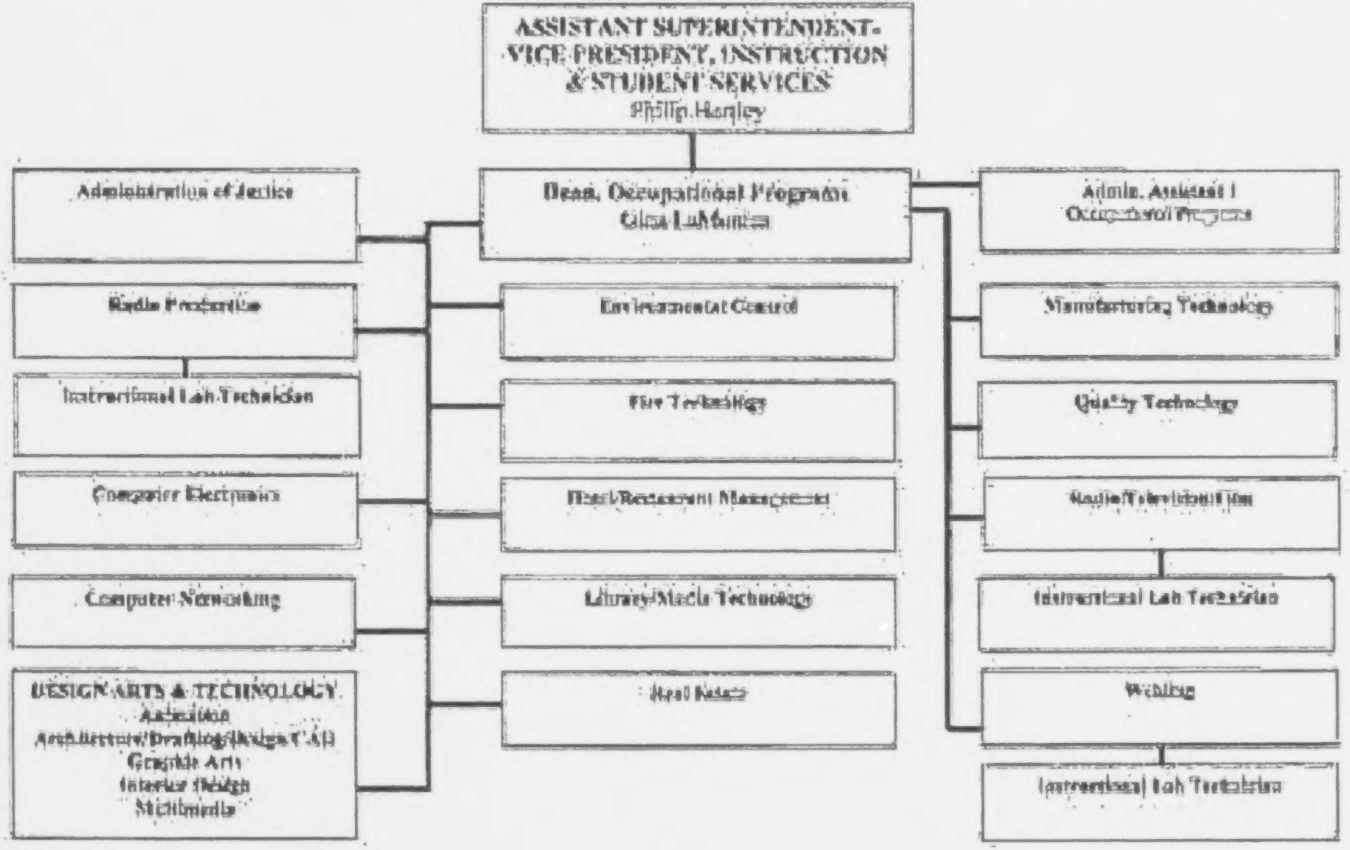
APPLIED ARTS & TECHNOLOGY DIVISION



ASSISTANT SUPERINTENDENT-VICE PRESIDENT, INSTRUCTION & STUDENT SERVICES
Phillip Hanley

Dean, Occupational Programs
Gina LaMonica

Administration of Justice

Radio Production

Instructional Lab Technician

Computer Electronics

Computer Networking

DESIGN ARTS & TECHNOLOGY
Animation
Architecture/Drafting/Design CAD
Graphic Arts
Interior Design
Multimedia

Environmental Control

Fire Technology

Hotel/Restaurant Management

Library/Media Technology

Real Estate

Admin. Assistant I
Occupational Programs

Manufacturing Technology

Quality Technology

Radio/Television/Film

Instructional Lab Technician

Welding

Instructional Lab Technician

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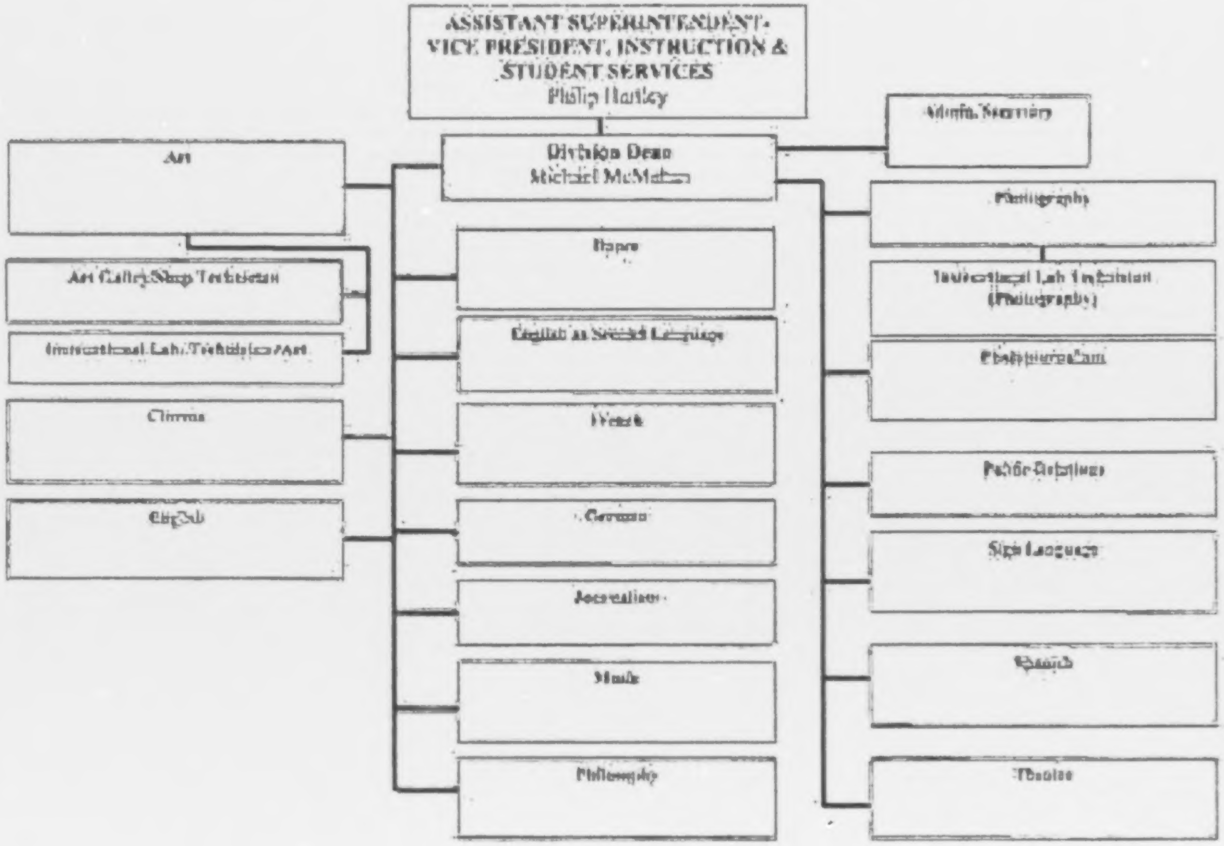
FINE ARTS & HUMANITIES DIVISION



*Lead faculty

11/27/00

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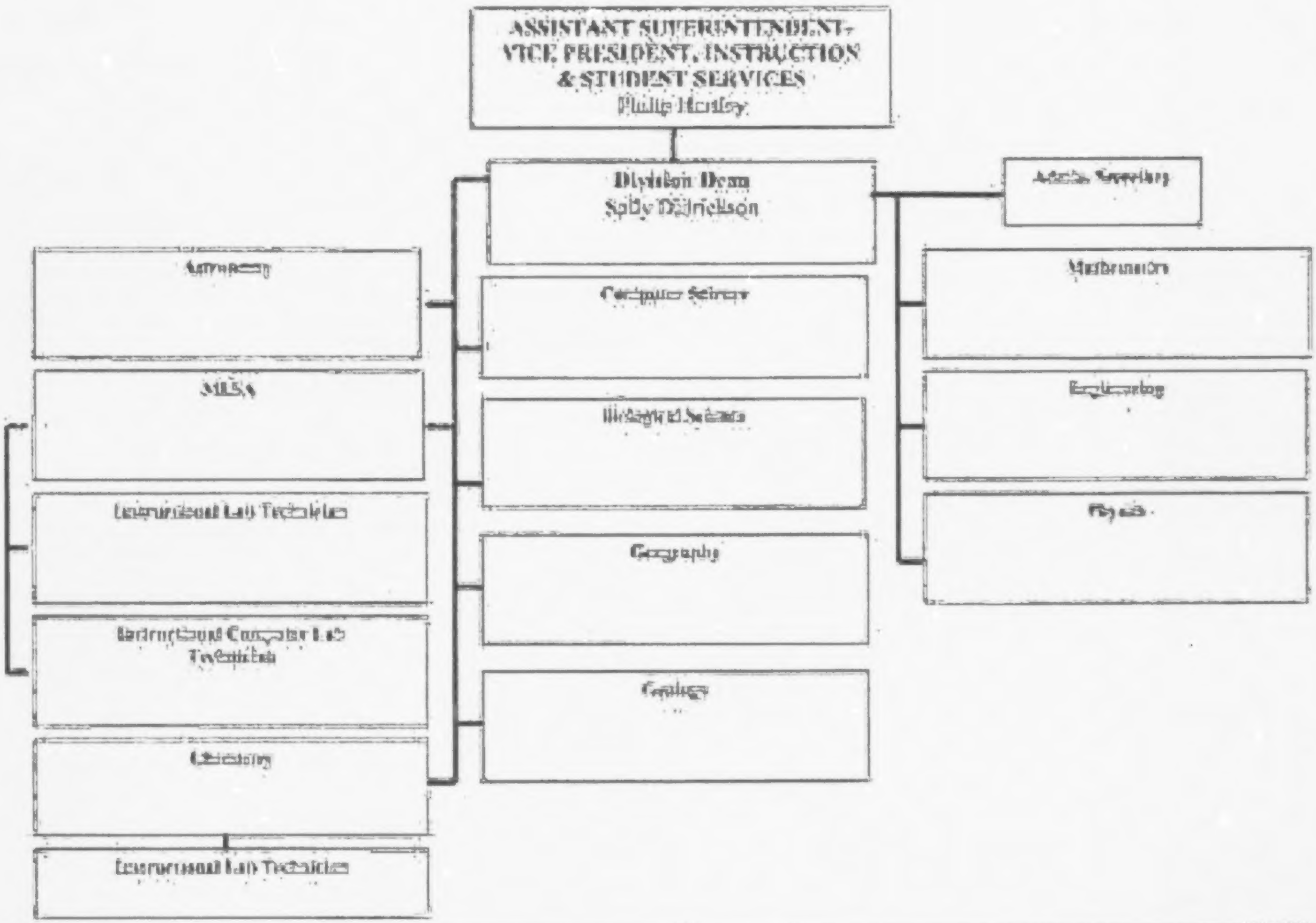
MATHEMATICS & SCIENCES DIVISION



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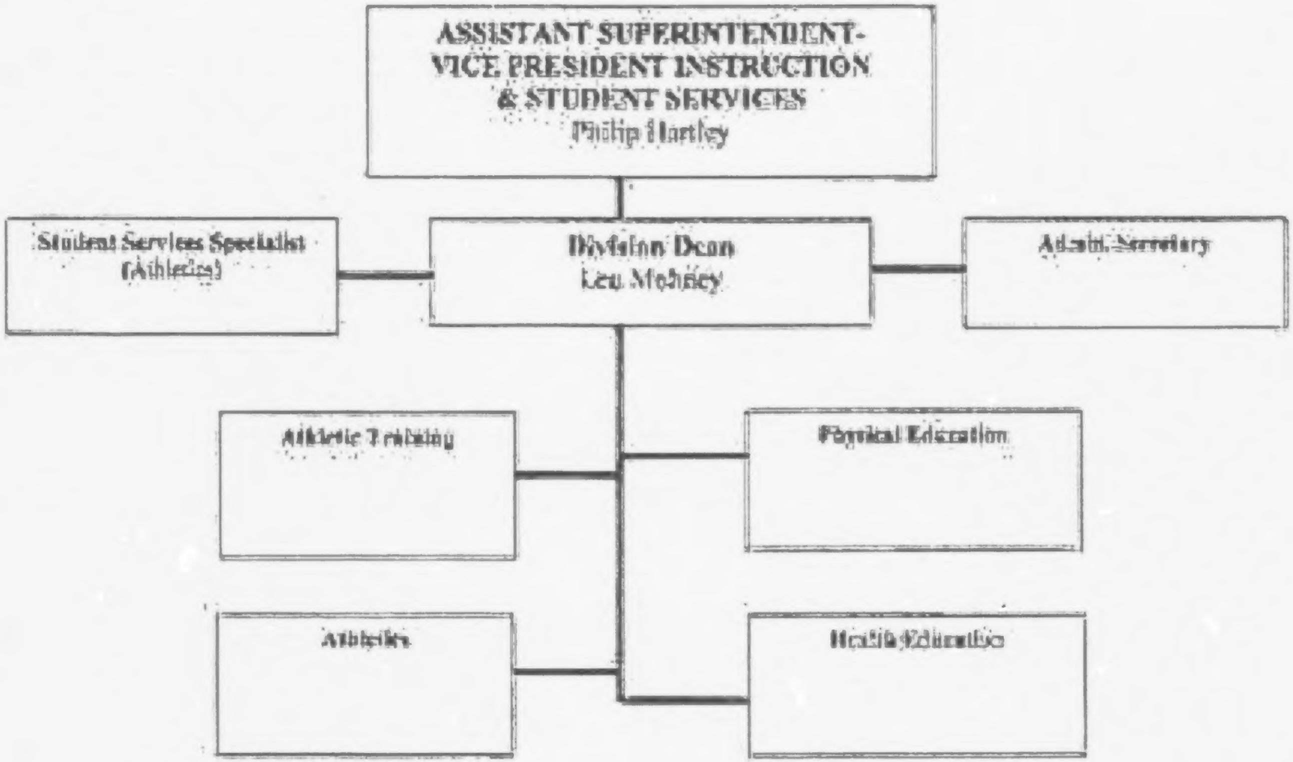
PHYSICAL EDUCATION & ATHLETICS DIVISION



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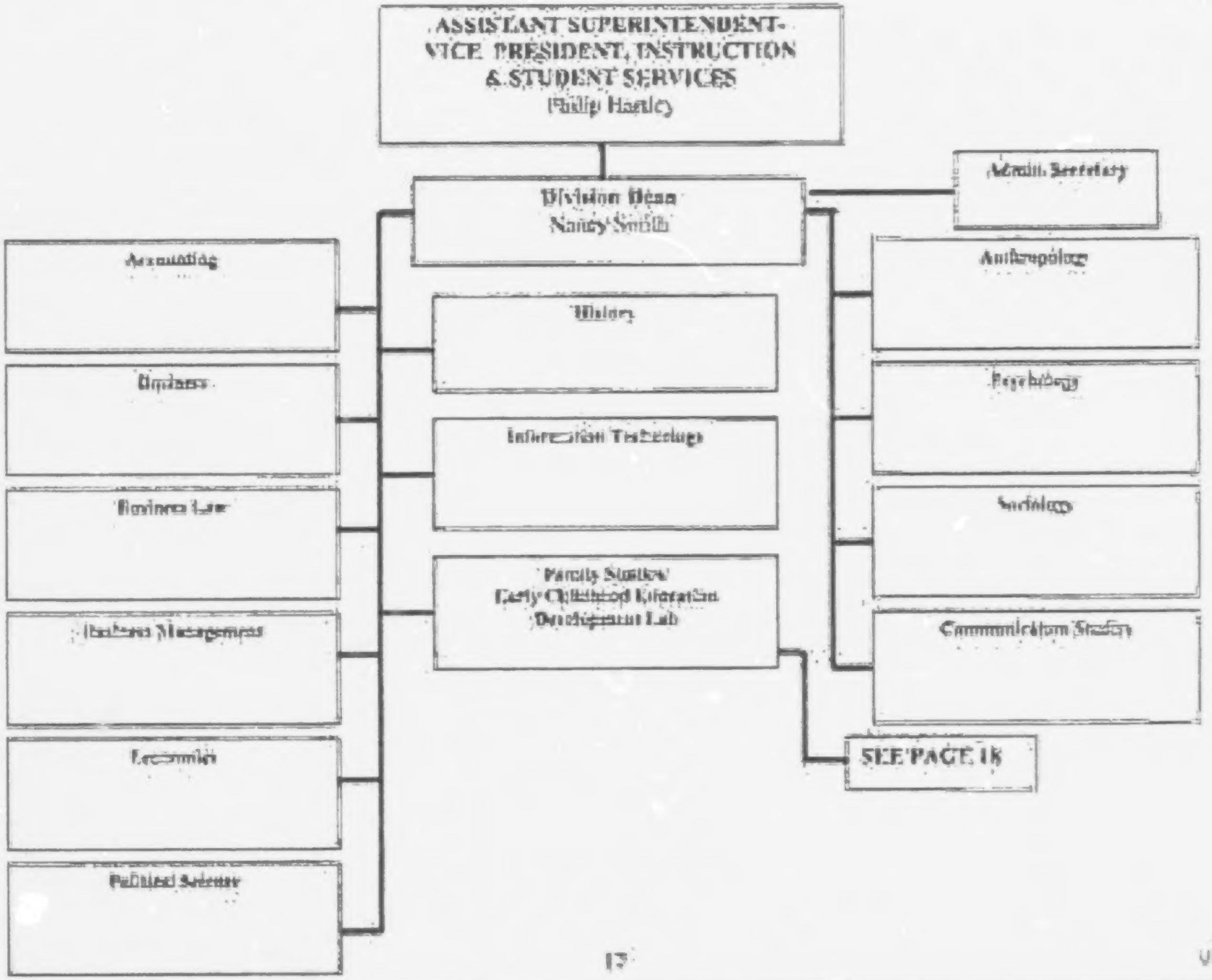
SOCIAL SCIENCES & BUSINESS DIVISION



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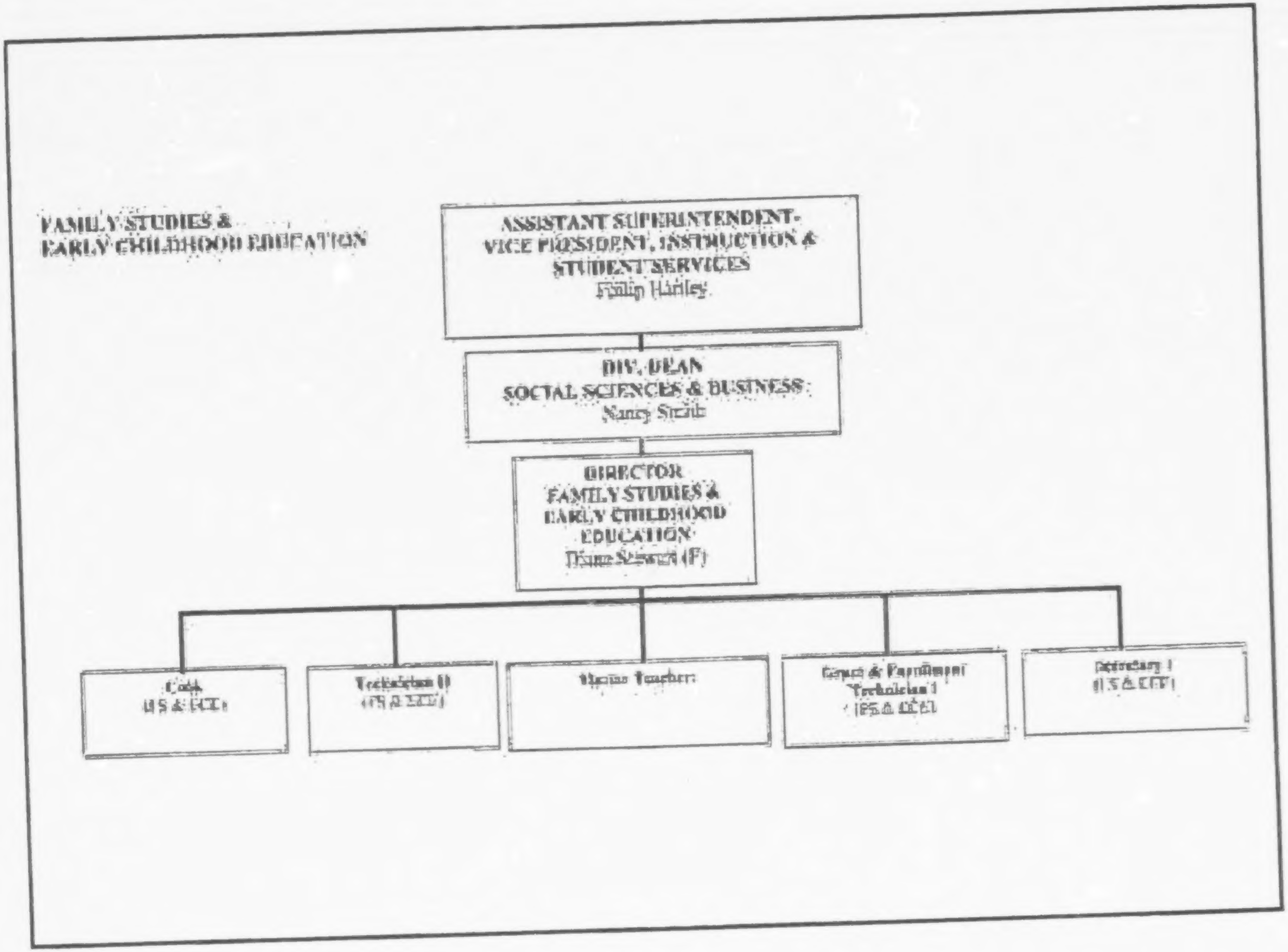

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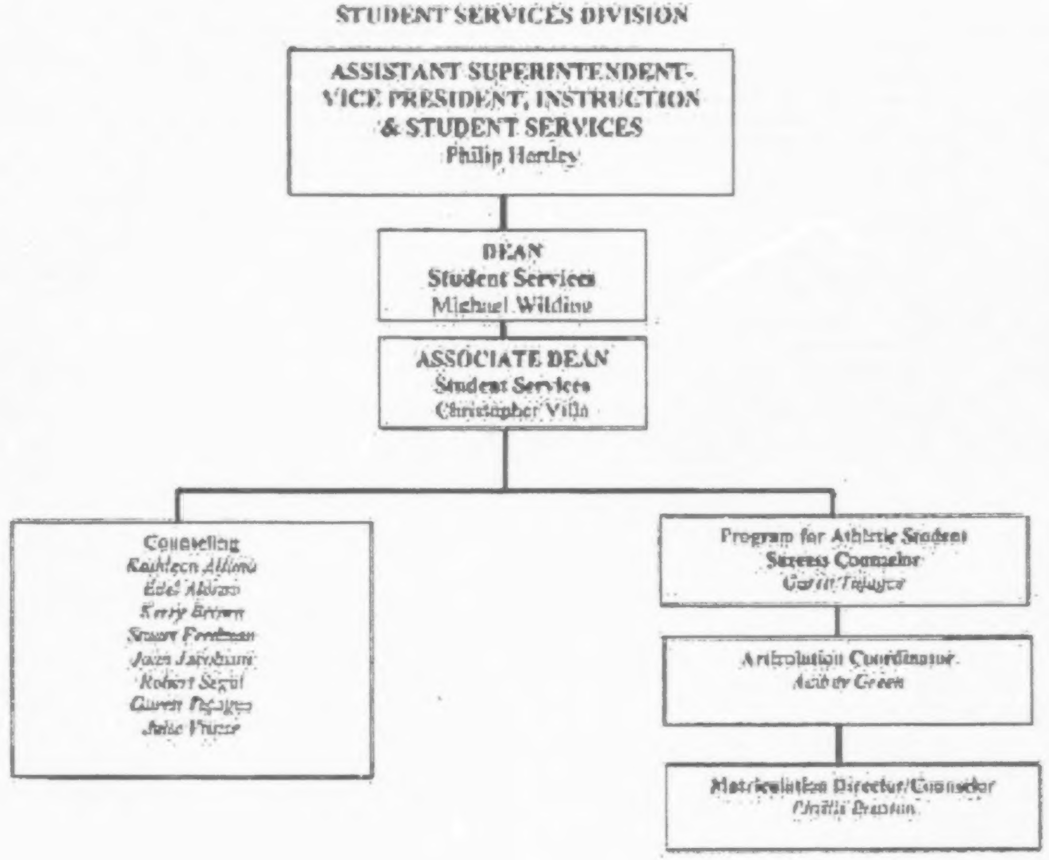

STUDENT SERVICES DIVISION

ASSISTANT SUPERINTENDENT-VICE PRESIDENT, INSTRUCTION & STUDENT SERVICES
Philip Hartley

DEAN
Student Services
Michael Wilding

ASSOCIATE DEAN
Student Services
Christopher Villa

Counseling
Kathleen Alfano
Edel Alonso
Kerry Brown
Stuart Freedman
Joan Jacobson
Robert Segal
Gwen Pagagos
Julie Visser

Program for Athletic Student Success Counselor
Garrett Tujague

Articulation Coordinator
Ashley Green

Matriculation Director/Counselor
Challis Braxton

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Appendix B

SCCCD Board Policies Regarding Collegial Consultation

Board Policy 245

STAFFPARTICIPATION IN COLLEGIAL CONSULTATION

A. DEFINITION
Staff includes all college employees except academic staff, short-term and/or substitute classified employees, and student employees. Management and nonmanagement positions or groups of positions shall be separately defined or categorized.

B. LEVEL OF INVOLVEMENT
Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, as well as in those processes for jointly developing recommendations for action that have or will have a significant effect on staff. Prior to the Board of Trustees taking action on such matters, staff will be provided with the opportunity to participate in the formulation and development of those matters through appropriately determined procedures and committee participation. The Board shall give every reasonable consideration to recommendations and opinions of staff.

Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures.

C. PROCEDURES FOR PARTICIPATION
The following procedures are provided to enable meaningful participation by staff in the college governance process:

1. Participation by staff in college governance will be facilitated primarily through the college's committee and College Council structure which is constituted to be representative of all employee segments in the district.

2. The selection of staff representatives to serve on college and district task forces, committees (with the exception of hiring committees) or other governance groups shall, when required by law, be made by those councils, committees, employee organizations or other staff groups that the governing board has officially recognized in its policies and procedures. To enhance staff participation, each committee will be represented by an assigned person (chair) responsible to be the liaison between the committee and the Cabinet.

3. The appointment of staff to committees, task forces, or other

groups, shall be done by the college superintendent-president in consultation with staff groups that have been officially recognized as requiring participation.

4. The committees and College Council make recommendations on college matters as described in the Master Committee document. The Master Committee document will be revised annually. It will include a description of all committees including their purpose, tenure of members, scope of responsibility, membership of each committee and frequency of meetings. The person assigned the responsibility to be the liaison between the committee or the College Council and the Cabinet will communicate these recommendations to the Cabinet or College Council as appropriate. When a recommendation is to be considered by Cabinet, if the committee chair is not a cabinet member, the committee chair will participate in a discussion of the issue and/or committee recommendation.

5. Decisions of individual committees that have implications for the larger college community (vs. a specific department or area) will be forwarded to College Council. If they have budgeting implications (require additional dollars outside of budgeted amounts), they will proceed to PAC-B. All committee minutes will be posted in designated locations as specified in the Master Committee document and distributed to the Board of Trustees and the Superintendent-President.

D. SCOPE OF REGULATIONS

In developing and carrying out policies and procedures pursuant to these regulations, the governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. Procedures for staff participation shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code. In addition, the Governing Board shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

The Governing Board shall not interfere with the exercise of employee rights to form, join and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations.

Board Policy 345

ACADEMIC SENATE PARTICIPATION IN COLLEGIAL CONSULTATION

I. Academic Senate (Faculty) Participation in Collegial Consultation

A. DEFINITION

For the purpose of this policy, Faculty Senate includes full and adjunct faculty members.

B. LEVEL OF INVOLVEMENT

Faculty shall be provided with opportunities to participate in the formulation and development of District and College policies and procedures in areas as specified by Title V [Subsection 53200 (c)] and designated as "Academic and Professional Matters."

1. "RELY PRIMARILY ON"

Those areas in which the Board of Trustees will "rely primarily on" the advice and judgment of the Faculty Senate include:

a. The development of curriculum, including establishlishment of prerequisites and explanation of degree and certificate requirements;

b. The establishment and review of grading policies;

c. The establishment of standards and policies regarding student preparation and success;

d. The appointment of faculty members to District and College committees;

e. The establishment of policies, procedures and programs for faculty professional development activities (excluding financial expenditures for faculty development);

f. The development of processes for program review.

In the above areas, the recommendation of the Senate will normally be accepted. Only in exceptional circumstances or for compelling reasons will the recommendations not be accepted.

When the Board of Trustees does not wish to accept the advice of the Senate on these matters, the Board will send a written communication (or designee) to request that the Senate reconsider the recommendation(s) taking into consideration the consensus and

Faculty shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures in areas as specified by Title V [Subsection 53200 (c)] and designated as "Academic and Professional Matters."

issues raised by the Board of Trustees.

If, upon reconsideration, the Senate does not change its initial recommendation and, if it is the opinion of the Board that the exceptional circumstances/compelling reason(s) still exist, the Board may reject the advice of the Senate. In cases such as this, existing policies and practices will remain in place.

This being the case, the final determination with rationale will be communicated to the Senate in writing.

2. "BY MUTUAL CONSENT"

Areas specified by Title V [Subsection 53200 (c)] as "Academic and Professional Matters" where the Board of Trustees and the Senate obligate themselves [or their designee(s)] to reach mutual agreement resulting in written resolution, regulations or policy include:

a. The development of new educational programs;

b. District governance processes (except 1.3. above);

c. The delineation of faculty roles and involvement in accreditation processes (including the development of the self-study and strategic plan updates (annual reports);

d. Financial policies of faculty professional development activities;

e. The determination of processes to be utilized in institutional planning and budgeting; and

f. Other "Academic and Professional Matters" as mutually agreed upon between the Board of Trustees and the Faculty Senate.

If it is the opinion of the Board that the exceptional circum - stances/compelling reason(s) still exist, the Board may reject the advice of the Senate.

In the above areas, the recommendation of the Senate will normally be accepted. Only in exceptional circumstances or for compelling reasons will the recommendations not be accepted.

When the Board of Trustees does not wish to accept the advice of the Senate on these matters, the Board will send a written communication (or designee) to request that the Senate reconsider the recommendation(s) taking into consideration the consensus and issues raised by the Board of Trustees.

If, upon reconsideration, the Senate does not change its initial recommendation and, if it is the opinion of the Board that the exceptional circumstances/compelling reason(s) still exist, the Board may reject the advice of the Senate. In cases such as this, existing policies and practices will remain in place.

This being the case, the final determination with rationale will be communicated to the Senate in writing.

3. COMMITTEE STRUCTURE

a. The Master Committee document will be revised annually. It will include descriptions of all committees including their purpose, tenure of members, scope of responsibility, membership of each committee and frequency of meetings. A person will become the liaison between the committee and the College Council of the Cabinet and will communicate recommendations to the Cabinet or College Council as appropriate. When a recommendation is to be considered by cabinet, if the committee chair is not a Cabinet member, the committee chair will be included at Cabinet to present and participate in a discussion of the issue and/or committee recommendation.

Master Committee will include descriptions of all committees, including their purpose, tenure of members, scope of responsibility, membership of each committee and frequency of meetings.

b. Decisions made in College Council will not be forwarded to Cabinet for review but rather will be shared with Cabinet.

c. Decisions of individual committees that have implications for the larger college community (vs. a specific department or area) will be forwarded to College Council. If they have budgeting implications (require additional dollars outside of budgeted amounts), they will proceed to PAC-B. All committee minutes will be posted in designated locations as specified in the Master Committee document.

4. SCOPE OF REGULATIONS

In developing and carrying out policies and procedures pursuant to these regulations, the governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. Procedures for staff participation shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code. In addition, the governing board shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Trustees to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

Board Policy 415

STAFFPARTICIPATION IN COLLEGIAL CONSULTATION

I. Collegial Consultation
It is the intention of the Board of Trustees to involve management staff in the formulation and development of district and college policies and procedures as provided in Board Policy #245, Staff Participation in Collegial Consultation.

Board Policy 535

STUDENTPARTICIPATION IN COLLEGIAL CONSULTATION

I. Student Participation in Collegial Consultation

A. Definition
For the purpose of this policy, the Board of Trustees shall recognize the Associated Student Government of College of the Canyons as the representative body of students to offer opinions and to make recommendations to the administration with regard to district and college policies and procedures that have or will have a significant effect on students.

B. Level of Involvement
Students shall be provided with opportunities to participate in the formulation and development of college policies and procedures that have or will have a significant effect on students. These policies and/or procedures include the following:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;

Students shall be provided with opportunities to participate in the formulation and development of college policies and procedures that have or will have a significant effect on students.

7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; and
10. Any other college policy, procedure or related matter that the Board of Trustees determines will have significant effect on students.

C. PROCEDURES FOR PARTICIPATION

The following procedures are provided to enable meaningful participation by students in the college governance process:

1. The appointment of student representatives to serve on college or district committees, task forces, or other governance groups, shall be made cooperatively by the college Superintendent-President or his/her designee and the president of the Associated Student Government of College of the Canyons.

2. The selection of the Student Trustee to serve as a non-voting member of the Santa Clarita Community College District Board of Trustees shall be conducted according to the provisions established by the California Education Code, Santa Clarita Community College District Board Policies, and the Constitution of the Associated Student Government of College of the Canyons.

The committees and College Council make recommendations on college matters as described in the Master Committee document.

3. Persons who are appointed to committees have the responsibility to represent their constituencies via attendance at meetings, and communication of committee discussion and decisions back to the authorized student organization.

4. The committees and College Council make recommendations on college matters as described in the Master Committee document. The Master Committee document will be revised annually. It will include a description of all committees including their purpose, tenure of members, scope of responsibility, membership of each committee and frequency of meetings. The person assigned the responsibility to be the liaison between the committee and the College Council of the Cabinet and will communicate these recommendations to the Cabinet or College Council as appropriate. When a recommendation is to be considered by Cabinet, if the committee chair is not a Cabinet member, the committee

chair will be included at Cabinet to present and participate in a discussion of the issue and/or committee recommendation.

5. Decisions of individual committees that have implications for the larger college community (vs. a specific department or area) will be forwarded to College Council. If they have budgeting implications (require additional dollars outside of budgeted amounts) they will proceed to PAC-B. All committee minutes will be posted in designated locations as specified in the Master Committee document.

D. SCOPE OF REGULATIONS

Nothing in this section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and the district governing board.

Decisions of individual committees that have implications for the larger college community (vs. a specific department or area) will be forwarded to College Council.

Appendix C

Hiring Procedures:

- Administrative
- Academic
- Classified

Administrative Employee Hiring Procedures

PREFACE

Employment procedures are designed to ensure that equity and access are assured in all phases of the process to enable the District to select the most qualified candidate from the most diverse pool feasible. Under the principles of Collegial Consultation, broad representation of all constituencies plays a role in the selection process for administrators. The following procedures apply to all administrative positions except Superintendent and Assistant Superintendent, which utilizes special procedures developed by the Board of Trustees with appropriate input.

1. DETERMINATION OF VACANCY

The Superintendent-President determines that a vacancy exists or that a new administrative position is needed based on input from the appropriate area of the College. The Superintendent-President appoints a committee to review, develop, or update a job description for the position. At the appropriate time the Chief Executive Officer seeks Board of Trustees approval for opening the position. For positions reporting directly to the Superintendent-President, job descriptions will accompany the personnel schedule and will include any recommendations the Superintendent-President has for changes.

Under the principles of collegial consultation, broad representation of all constituencies plays a role in the selection process for administrators.

2. JOB ANNOUNCEMENTS

Job announcements are developed by the Chief Personnel Officer with the participation of the appropriate administrative supervisor. Job announcements shall state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For administrative positions, job requirements shall include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

(§53022 Title 5, rev. 3/23/92)

3. QUALIFICATIONS

In keeping with Section 4 of AB 1725 and subsequent legislative action regarding minimum qualifications and the hiring process, the district defines administrative minimum qualifications on a position-by-position basis to ensure that it selects individuals who are aware of the principles of Collegial Consultation and who are competent to perform the kind of administrative responsibilities that administrators are normally required to assume, in addition to those responsibilities unique to the position being filled.

4. APPLICATION INSTRUMENTS

Application instruments for administrative positions include the district administrative position application form, the optional affirmative action form, a separate resumé, current letters of recommendation and unofficial copies of college transcripts. Official transcripts will be required at the time of employment. District forms are subject to ongoing revision.

5. RECRUITMENT

The District uses traditional means of recruitment and consistently seeks to develop new, non-traditional recruitment tools to further success in achieving staff diversity.

- **Advertising**

The District uses major area newspapers including ones that target the minority community. For administrative positions specialized professional journals are also considered.

- **Mailing Lists**

The District uses a mailing list for academic positions including many addresses representing protected group members. These are supplemented by lists of past applicants for specific positions. The District also uses the statewide Affirmative Action Registry available on a computer downlink from the Chancellor's Office.

- **Contact with Professional Organizations**

Administrative positions have professional organizations that function on a regional, statewide, and national basis. These will be contacted regarding administrative openings.

The District uses traditional means of recruitment and consistently seeks to develop new, non-traditional recruitment tools to further success in achieving staff diversity.

6. APPLICANT POOL AND APPLICANT FLOW

- Personnel staff provide every job applicant with a voluntary, confidential "Affirmative Action Information Sheet" as part of the application package.

After the application deadline has passed, applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. Before the selection process begins, the composition of the qualified applicant pool shall be analyzed to ensure that the goals established in the district's diversity plan may be furthered and that members of historically underrepresented groups are not adversely impacted. If this is not the case, the chief executive officer or his/her designee shall take effective steps to address the adverse impact before the selection process is begun. Such steps may include, but are not limited to:

> a. the deadline is extended and additional recruitment focused on historically underrepresented groups is undertaken;
> b. applicants from historically underrepresented groups who were initially screened out because they failed to meet locally established qualifications are included in the applicant pool where such applicants may be expected to meet these additional qualifications through appropriate training or experience within a reasonable length of time;
> c. the filling is postponed ;
> d. the Chief Executive Officer makes an interim appointment.
>
> *(§53023, Title V, rev. 3/23/92)*

- When the applicant pool is sufficiently representative to begin the selection process, personnel staff monitor the progress of that pool and its protected group representation through each stage of the selection process. If at any stage the percentage of underrepresented groups is reduced, the Chief Personnel Officer intervenes to discuss the pool with the selection committee chairperson and/or the administrative supervisor. If the pool imbalance cannot be remedied so that the final selection includes qualified candidates from underrepresented groups, the Chief Personnel Officer recommends to the Chief Executive Officer that the position be reopened.

When the applicant pool is sufficiently representative to begin the selection process, personnel staff monitor the progress of that pool and its protected group representa - tion through each stage of the selection process.

7. COMMITTEE SELECTION AND ORIENTATION

- **Committee Selection.**

Selection committees for administrative positions are broadly representative of all constituencies on campus. Where appropriate, a majority of the committee will be in the same constituency group as the position being hired. For each opening, the Chief Executive Officer will convene a committee with representatives from each campus constituency group to recommend appropriate committee representation and size. Once the committee membership has been determined, each constituency group (academic, classified, administration and student) will forward the names of the committee members from their respective constituencies to the Chief Executive Officer. For some positions, representation from the community will be given serious consideration. The outgoing staff member in the open position is not part of the selection process unless that person maintains a supervisory relationship to the open position.

The Chief Executive Officer appoints the committee chair following recommendations from the Committee. The immediate administrative supervisor of the position may be involved in all phases of the selection process or limit her/his participation to part of the process at the final stages of interviewing . The Chief Personnel Officer serves as a non-voting member of all administrative selection committees, monitors committee activity and advises the committee on procedures. The Chief Executive Officer conducts the final interviews for all administrative positions.

- **Committee Timelines.**

General time lines will be established for the screening and interview process. Prospective committee members must be available for service within these time lines.

- **Committee Orientation.**

Within one week of a position closing the Chief Personnel Officer arranges a mandatory orientation meeting for all selection committee members. The meeting covers: overview of position by manager/supervisor; overview of applicant pool by personnel staff; screening procedures; interviewing procedures; affirmative action considerations including sensitivity training.

- **Staff Diversity.**

The second and fifth sections in this list relate directly to staff diversity. In the "overview of the applicant pool," personnel staff explain how the pool meets staff diversity guidelines in terms of the percentage of traditionally underrepresented applicants. In the "affirmative action considerations" section, staff cover the importance of achieving goals and sensitize committee members to the importance of this particular position in achieving these goals. At this point it is also explained that if a significant percentage of protected group members are eliminated at any stage of the selection process, personnel staff will intervene. Possible outcomes include adding one or more protected group members back into the pool or canceling the process and reopening the position.

The immediate administrative supervisor of the position may be involved in all phases of the selection process or limit her/his participation to part of the process at the final stages of interviewing

8. SCREENING

- **General Procedures.**

Each committee member is given a screening form for each candidate preprinted with the candidate's name and the major criteria, derived from the job announcement, that will be the basis for screening. The personnel technician tabulates and summarizes the ratings, and the committee as a whole determines which candidates will be advanced to interview.

- **Guidelines.**

  a. Review all materials submitted by candidates carefully.
  b. Consider evidence of meeting minimum qualifications as established on job announcement.
  c. Consider evidence of sensitivity to diversity issues.
  d. Look for all evidence that candidate is qualified to hold a high-level position and work effectively with staff and students.
  e. Given the College's direction over the next few years, look for evidence that candidates can make a contribution to meeting planning goals.
  f. Professional ethics require strict confidentiality regarding information submitted by candidates.
  g. All paper screening takes place in the Personnel Office. Candidate materials cannot be removed from this location for security and confidentiality reasons.

9. INTERVIEWING

- **Interview Questions.**

Questions are established prior to the beginning of the screening process. Specific questions are developed by the supervisor and/or the selection committee chairperson with input from the selection committee. The Chief Personnel Officer reviews and edits questions for adverse impact. The interview includes questions dealing with sensitivity to cultural diversity.

Specific (interview) questions are developed by the supervisor and/or the selection committee chairperson with input from the selection committee.

- **Interview Procedure**

  a. The committee chair escorts the candidate into the room, makes introductions and explains any ground rules.
  b. The committee chair asks the first question. The remaining questions are asked by predetermined members of the committee. Follow-up questions may be asked but consideration should be given to the candidate's use of available time established for the interview.
  c. Immediately following each interview, committee members make independent ratings without discussion.
  d. After all candidates are interviewed, time is set up for discussion. Time is then allowed for independent modification of ratings.
  e. Ratings are collected by the Chief Personnel Officer,

who analyzes the ratings and leads the discussion to determine the final candidates to be sent forward.
f. At least three finalists are advanced to the final interview unless this requirement is waived by the Chief Executive Officer. The Chief Personnel Officer will present an analysis of the finalists in terms of the District's Affirmative Action and Staff Diversity goals.

- Prior to selection of candidates to be forwarded to final interview, the Chief Personnel Officer and/or committee chair conducts reference checks.

10. FINAL SELECTION

- The final interview process is determined by the Chief Executive Officer. When appropriate, a member of the selection committee will participate.

- After completion of the final interviews and reference checks, a finalist is designated.

- The Chief Executive Officer makes the final recommendation to the Board of Trustees for approval.

- All participants in the process are informed by the Chief Executive Officer or designee of the outcome of the final interview.

- In the event the Chief Executive Officer decides not to recommend any of the final candidates to the Board of Trustees, he/she shall so inform the selection committee. In such case, the selection committee will reconvene to determine if it will recommend additional applicants for interview or recommend recruitment for additional candidates.

- The Chief Executive Officer or designee shall conduct all necessary communications with the unsuccessful candidates. All communications shall be in writing with the exception of candidates employed by the District, who shall be notified in person or by phone, with a follow-ups in writing.

- All successful candidates must submit official transcripts to the Office of Personnel Services no later than 60 days after approval by the Board of Trustees and prior to the first day of paid service. The Chief Personnel Officer shall evaluate the candidate's official transcripts to determine that the candidate meets the requirements of the position and that the candidate's official transcripts are identical to any unofficial transcripts previously submitted.

The final interview process is determined by the Chief Executive Officer. When appropriate, a member of the selection committee will participate.

The candidate's employment is contingent on approval of his/her transcripts.

- The successful candidate shall be notified by the Chief Personnel Officer either in person or by phone. The Office of Personnel Services shall prepare the documents necessary for action by the Board of Trustees. The successful candidate shall be notified in writing by the Chief Personnel Officer of the Board's approval.

- The Personnel Office maintains file information on each selection process and deals with all complaints regarding the process.

11. EVALUATION OF THE SELECTION PROCESS

- The Chief Personnel Officer works with the committee chairperson to monitor all stages of the selection process for adverse impact, i.e., any conditions or events that work against equal employment opportunity.

- All committee members are asked to evaluate the process and make recommendations for improvement in administrative hiring procedures.

The Chief Personnel Officer works with the committee chair - person to monitor all stages of the selection process for adverse impact, i.e., any conditions or events that work against equal employment oppor - tunity.

12. ADMINISTRATIVE CONTRACTS

- According to the California Education Code §72411.5, "Every instructional or student services administrator of a community college district shall be employed, and all other administrators of a community college may be employed, by the governing board of the district by a contract not to exceed four years."

- The Board of Trustees will work with the Superintendent-President to determine which administrators will receive contracts and to determine the provisions to be included in the contract.

Academic Hiring Procedures (Full-Time)

PREFACE.

Employment procedures are designed to ensure that equity and access are assured in all phases of the process to enable the District to select the most qualified candidate from the most diverse pool feasible. Faculty and other Academic staff will play a major role in all phases of the selection process.

1. DETERMINATION OF VACANCY

The Chief Instructional Officer (CIO) will work with the faculty division chairpersons and the administrative cabinet to determine the appropriate number of new faculty positions for the coming year. A Staffing Committee composed of the CIO, the division chairs and five faculty, one from each division appointed by the Academic Senate, will establish a procedure for soliciting, reviewing and prioritizing requests from Academic staff for new positions. At the appropriate time the CIO will seek Board of Trustees (BOT) approval for opening the positions.

2. JOB ANNOUNCEMENTS

Job announcements are developed with the participation of the appropriate division chairperson, department members, the CIO and the Chief Personnel Officer (CPO). As a general guide, the CPO will provide the Chair and the CIO with rough copies of updated announcements. Final wording will be worked out by mutual agreement. This work will be done in the period between BOT approval for opening the positions and actual posting. In general, all job announcements contain two kinds of information: general information common to all announcements and position-specific information. For all academic positions, job requirements shall include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. (§53022 Title 5, rev. 3/23/92)

In general, all job announcements contain two kinds of information: general information common to all announcements and position-specific information.

GENERAL INFORMATION:

- A brief description of the college
- An equal opportunity policy statement.
- An indiation that new employees will be re quired to show proof of legal right to work.
- A short overview of compensation and benefits.
- Instructions for completing the application.

SPECIFIC INFORMATION:

- Position description.
- Typical duties. A detailed summary of the specific job duties from the job description.

- **Qualifications.**

Gives specific experience, education, knowledge, skills, abilities and personal characteristics required for the position. For Academic positions, a list of minimum qualifications and a general statement regarding equivalencies. Desirable or preferred qualifications shall not be used to discourage qualified applicants. Sensitivity to cultural diversity will be included as a qualification.

- **Conditions of employment.**

Covers salary schedule placement, starting dates, work hours and other specific conditions that make this position unique that should be brought to the attention of the prospective candidates, i.e., if a position requires evening hours, it would be indicated here.

3. APPLICATION INSTRUMENTS

Application instruments for Academic positions include the District Academic position application form, the optional affirmative action form, a separate resumé, current letters of recommendation and unofficial copies of college transcripts. Official transcripts will be required at the time of employment. The application form will require the candidate to indicate that the application is submitted as meeting minimum qualifications or that it is submitted under the equivalency provision as indicated on the job announcement. District forms are subject to ongoing revision.

Application instruments for academic positions include the district academic position application form, the optional affirmative action form, a separate resumé, current letters of recommendation and unofficial copies of college transcripts.

4. RECRUITMENT

The District uses traditional means of recruitment and is attempting to develop new, non-traditional recruitment tools to further success in achieving staff diversity.

- **Advertising.**

The District uses major area newspapers including ones that target the minority community .

- **Mailing Lists.**

The District uses a sizable list of addresses for Academic positions including many addresses of groups representing protected group members. These are supplemented by lists of past applicants for specific positions.

- **Contacts with Local Universities.**

District staff are networked through many professional ties to local universities such as CSU Northridge and Los Angeles, UCLA, and USC. We make telephone contact with specific academic departments to attract minority graduate students to teaching positions.

5. APPLICANT POOL AND APPLICANT FLOW

• Personnel staff provide every job applicant with a voluntary, confidential "Affirmative Action Information Sheet" as part of the application package.

• After the application deadline has passed, applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. Before the selection process begins, the composition of the qualified applicant pool shall be analyzed to ensure that the goals established in the district's diversity plan may be furthered and that members of historically underrepresented groups are not adversely impacted. If this is not the case, the chief executive officer or his/her designee shall take effective steps to address the adverse impact before the selection process is begun.

Before the selection process begins, the composition of the qualified applicant pool shall be analyzed to ensure that the goals established in the district's diversity plan may be furthered and that members of historically under - represented groups are not adversely impacted.

Such steps may include, but are not limited to:

a. the deadline is extended and additional recruitment focused on historically underrepresented groups is undertaken;
b. applicants from historically underrepresented groups who were initially screened out because they failed to meet locally established qualifications are included in the applicant pool where such applicants may be expected to meet these additional qualifications through appropriate training or experience within a reasonable length of time;
c. the filling is postponed;
d. the Chief Executive Officer makes an interim appointment.

(derived from §53023, Title V, rev. 3/23/92)

• When the applicant pool is sufficiently representative to begin the selection process, personnel staff monitor the progress of that pool and its ethnic/gender constitution through each stage of the selection process. If at any stage the number of historically underrepresented group candidates is reduced to zero, the Chief Personnel Officer intervenes to discuss the pool with the selection committee chairperson. Efforts will be made to review the candidacy of the highest ranking minority or female candidate and include that applicant to the next stage of the selection process. If the 2-3 candidates sent to the superintendent-president for final selection do not include protected group members, the superintendent-president may meet with the committee chair to review alternatives. The process may continue as scheduled, or the highest ranking minority candidate may be included, or the option to reopen may be taken.

6. COMMITTEE SELECTION AND ORIENTATION

• **Committee Selection.**
The division chairperson or designee serves as committee chair and also selects three committee members from within the same academic division as the opening. Additionally, the Academic Senate President appoints one non-division member to serve. A representative of the Affirmative Action Office-either the Officer or the Personnel Technician-serves as a non-voting member. In all cases an attempt is made to include at least one protected group member on the committee. The chief personnel/affirmative action officer may add a member if necessary to achieve this goal. By mutual agreement of the division chair, department staff, the Academic Senate and the CIO, any substitution or addition to the selection committee is permitted.

• Usually within two days of a position closing the CPO arranges a mandatory orientation meeting for all selection committee members. The meeting covers five areas as indicated on the Selection Procedures Orientation Form provided to each committee member:

a. Overview of position by manager/supervisor
b. Overview of applicant pool by personnel staff
c. Screening procedures
d. Interviewing procedures
e. Affirmative action/staff diversity goals and considerations

Efforts will be made to review the candidacy of the highest-ranking minority or female candidate and include that applicant to the next stage of the selection process.

The second and fifth sections in this list relate directly to staff diversity. In the "overview of the applicant pool," personnel staff explain how the pool meets staff diversity guidelines in terms of the percentage of minority and female applicants. In the "affirmative action considerations" section, staff cover the importance of achieving goals and sensitize committee members to the importance of this particular position in achieving those goals. At this point it is also explained that if most or all protected group members are eliminated at any stage of the selection process, personnel staff will intervene to discuss the status of the pool with the selection committee chair. A possible result will be adding one or more protected group members back into the pool or, conversely, canceling the process and reopening the position. Membership in a historically underrepresented group may be taken into consideration as a selection criterion for candidates who also meet minimum qualifications.

7. SCREENING

• **General Procedures.**
Each committee member is given a screening form for each candidate preprinted with the candidate's name and the major criteria, derived from the job announcement, that will be the basis for screening. The committee chair, with the assistance of the personnel technician, tabulates and summarizes the ratings, and the committee as a whole determines which candidates will be advanced to interview.

• **Establishing Minimum Qualifications.**
The committee chair or designee will work with the personnel technician to pre-screen applicants to verify that they meet minimum qualifications based on materials submitted. A disposition form will be prepared for each candidate who does not meet minimum qualifications. Candidates who fail to meet minimum qualifications will not be considered under the equivalency procedure unless their application specifically indicates that the candidate is submitting the application under equivalency.

• **Establishing Equivalencies.**
When a position is to be opened, the faculty in that discipline may choose the option of not having an equivalency or they may choose one, several, or all of the equivalencies identified below. If equivalencies are allowed candidates will be asked to indicate on their application that the application is being submitted under the equivalency provision.

When an applicant has indicated that the application is submitted under the equivalency provision, the selection committee as a whole will meet to review evidence submitted by the candidate(s) to determine that each has qualifications that one of the equivalency options identified for that position. However, the applicant who claims equivalent qualifications will have to provide conclusive evidence that he or she has those qualifications.

***Note:** by State law, if any equivalency option is allowed, Equivalency No. 3, listed below, must be included as an option.*

• **Challenge.**
If any member of the screening committee wishes to challenge the equivalency determination he/she may request a special review by the Equivalency Committee. The Committee shall make a determination as soon as possible.

• **Annual Review.**
The equivalencies shall be reviewed by the faculty in the disci-

In the "affirmative action considerations" section, staff cover the importance of achieving goals and sensitize committee members to the importance of this particular position in achieving those goals.

pline every December 1st.

8. Equivalencies
(As established by the Academic Senate and Board of Trustees).

FOR DISCIPLINES REQUIRING THE MASTER'S DEGREE

Equivalency No. 1
Master's degree in any discipline and 24 units of course work in the discipline of the assignment. At least 12 of these units must be graduate or upper division. (The 24 units may have been either included or taken in addition to the master's degree).

Equivalency No. 2
Master's degree in any discipline, plus two years of professional experience related to the discipline of the assignment or two years of teaching experience in the discipline of the assignment.

Candidates who fail to meet minimum qualifications will not be considered under the equivalency procedure unless their application specifically indicates that the candidate is submitting the application under equivalency.

Equivalency No. 3
Bachelor's degree in the discipline of the assignment, plus at least 12 units of graduate work completed in the discipline of the assignment as part of enrollment in a master's program.

***Note:** Applicants hired for full-time positions must complete the master's degree prior to receiving tenure, according to SB 2298. Applicants must submit proof of continued enrollment in a master's program prior to each term of teaching.*

Equivalency No. 4
Bachelor's degree in the discipline of the assignment, plus at least 12 units of graduate coursework completed in the discipline of the assignment and one year of professional experience related to the discipline of the assignment or one year of teaching experience in the discipline of the assignment.

Equivalency No. 5
Bachelor's degree in the discipline of the assignment plus five years of professional experience related to the discipline of the assignment or five years of teaching experience in the discipline of the assignment.

***Note:** In Equivalencies 2, 4 and 5, teaching and occupational experience may be combined to total the required number of years*

Equivalency No. 6
Associate degree in any discipline and coursework equivalent to a major in the discipline of the assignment, plus six years of occupational experience related to the discipline of the assign-

ment or six years of teaching experience in the discipline of the assignment, plus appropriate certification to practice or licensure or its equivalent, if available.

Equivalency No. 7
College work equivalent to an associate degree major in the discipline of the assignment, plus eight years of occupational experience related to the discipline of the assignment or eight years of teaching experience in the discipline of the assignment, plus appropriate certification or licensure or its equivalent, if available.

Note: *In Equivalencies 6 and 7, teaching and occupational experience may be combined to total the required number of years.*

Applicants hired for full-time positions must complete the bachelor's degree prior to receiving tenure according to AB 1725.

A candidate who does not present conclusive evidence in regard to the appropriate equivalency option will not be considered for equivalency.

A candidate who does not present conclusive evidence in regard to the appropriate equivalency option will not be considered for equivalency.

EVIDENCE:
Conclusive evidence shall be the following:

To Document Coursework Equivalency:

- Official transcripts from an accredited college or university identifying the appropriate coursework or degrees.

- An official catalog from the college or university attended showing course descriptions and major requirements for the year(s) indicated on the official transcripts.

To Document Related Occupational Experience:

- A complete description of the experience, including position requirements at time of hire, job duties and responsibilities, hours worked per week and length of service.

- An analysis demonstrating how the occupational experience is related to the teaching discipline.

- Name, address and telephone number of supervisory personnel who can verify work experience.

- For claims of related self-employment, tax records showing earning income must be provided.

9. INTERVIEWING

- **Interview Procedures.**

Each committee member is given an interview form for each candidate, preprinted with the candidate's name. Interview questions have been pre-approved for non-bias and job-relatedness by the CPO. Candidates may be given a written copy of the questions fifteen minutes before the beginning of the interview. Follow-up questions are permitted strictly in response to candidate's answers to established questions.

- **Teaching or Performance Demonstrations.**

For all Academic positions candidates will be asked to prepare a short demonstration such as a teaching lecture or problem-solving scenario for the benefit of the committee.

- The Selection Committee advances top candidates, usually three, for final interview. The final interview team is composed of the committee chair or designee, the CIO and the Superintendent-President.

The Selection Committee advances top candidates, usually three, for final interview. The final interview team is composed of the committee chair or designee, the CIO and the Superintendent-President.

- Prior to or concurrent with the final interviews, the CIO or designee will conduct reference checks.

10. FINAL SELECTION

- The CIO or designee will notify final candidate of her/his selection. After the candidate has accepted the job offer, the CIO will notify the CPO to place the name of the successful candidate on the BOT Agenda for approval to hire.

- The committee chairperson is responsible for completion of all forms and paperwork related to screening and interview process.

- In most cases the CIO will telephone unsuccessful finalists to report the decision. The Personnel Office will contact all other candidates by form letter in a timely manner.

- The Personnel Office will maintain file information on each selection process and deal with all complaints regarding the process.

11. EVALUATION OF SCREENING/SELECTION PROCESS

- The CPO will work with the committee chairperson to monitor all stages of the selection process for adverse impact, i.e., any conditions or events that work against equal employment opportunity.

Academic Hiring Procedures (Part-Time)

PREFACE

In general, the same underlying philosophy applies to the hiring of part-time Academic staff that applies to the hiring of full-time staff. The district will promote staff diversity while maintaining its traditional level of excellence. In many ways the hiring of part-time staff will play a key role in the achievement of staff diversity since it is traditional for selection committees to place a high value on prior community college teaching experience. The selection of protected group members for adjunct and part-time positions will provide those individuals with that valuable experience factor.

Where possible, the procedures utilized in the hiring of full-time Academic staff will apply to the hiring of part-time. The minimum qualifications and equivalency procedures will be identical. However, the following differences will be found in general practice.

In many ways the hiring of part-time staff will play a key role in the achievement of staff diversity since it is traditional for selection committees to place a high value on prior community college teaching experience.

ANNOUNCEMENTS

Twice per year the Personnel Office will publish generic announcements for a number of part-time positions. Inclusion of academic department listings on the announcement and in related advertising will be determined by the CIO working with division chairs.

APPLICANT POOLS

The Personnel Office will maintain applicant pools for all academic departments. Prospective candidates will be furnished with application forms and information regarding part-time employment. Applications will be kept for a period of one year.

SCREENING AND INTERVIEWING

Generally a selection committee will consist of two or three members: the lead faculty member or designee, another department member and a third party who may be an administrator or faculty member. This committee will conduct both screening and interviewing. The personnel technician will set up interviews and arrange for the committee to interview as many applicants as possible. Committees will be encouraged to engage in this process at various times throughout the year rather than waiting until shortly before the beginning of the semester. A 10-minute teaching or performance demonstration will be part of the interview process.

ELIGIBILITY LIST

Candidates who have a successful interview will be placed in a special pool of those who are pre-approved for hiring. Actual selection from among those in this pool will be carried out by the lead faculty and the division chair in conjunction with the CIO. There will be special attention given to protected group member applicants within this pool. Except in emergency situations as determined by the CIO, no candidate will be offered employment unless that candidate has participated in this process.

FOLLOW-UPS RESPONSIBILITIES

The division chair and committee chair will insure that reference checks are conducted. The Personnel Office will notify candidates and maintain records on the selection process.

Classified Hiring Procedures

PREFACE

Employment procedures are designed to ensure that equity and access are assured in all phases of the process to enable the District to select the most qualified candidate from the most diverse pool feasible. Classified staff will play a major role in all phases of the selection process.

A Classified Staffing Committee will be appointed by the Superintendent-President to assist in the determination of openings.

1. Determination of Opening

The appropriate administrator will recommend to the Superintendent-President that a vacancy should be filled or that a new position should be opened.

A Classified Staffing Committee will be appointed by the Superintendent-President to assist in the determination of openings. The Committee shall include representatives from confidential classified staff, represented classified and classified managerial staff as well as the chief personnel officer. The Committee will meet as needed to do the following:

- Solicit, review and prioritize College-wide requests for new classified positions;
- Review the actual need for replacement positions with the appropriate supervisor;
- Review job descriptions and recommend changes where appropriate for positions to be opened.

The Superintendent-President will get the approval of the Board of Trustees to open the position.

2. JOB ANNOUNCEMENTS

Job announcements are developed by the Personnel Technician in the Office of Personnel Services working with the appropriate supervisor and/or administrator. In general, all job announcements contain two kinds of information: general information common to all announcements and position-specific information. For all classified positions, job descriptions shall include a list of specific duties and responsibilities as well as the minimum qualifications for the position. For classified positions that work with students, the requirements shall include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

3. APPLICATION INSTRUMENTS

Application instruments for classified positions include the district classified position application form and the optional affirmative action form. Depending on the position, a resumé, academic transcripts and/or current letters of recommendation may be required. District forms are subject to ongoing revision.

4. ADVERTISING

The District uses major area newspapers including ones that target the minority community. The District uses a sizable list of addresses for classified positions including many addresses of groups representing protected group members. These are supplemented by lists of past applicants for specific positions.

5. APPLICANT POOL AND APPLICANT FLOW

- Personnel staff provide every job applicant with a voluntary, confidential "Affirmative Action Information Sheet" as part of the application package.

- After the application deadline has passed, applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. Before the selection process begins, the Chief Personnel Officer will analyze the composition of the qualified applicant pool to ensure that the goals established in the district's diversity plan may be furthered and that members of historically underrepresented groups are not adversely impacted. If this is not the case, the Chief Personnel Officer shall take effective steps to address the adverse impact before the selection process is begun. Such steps may include, but are not limited to:

    a. the deadline is extended and additional recruitment focused on historically underrepresented groups is under taken;

    b. applicants from historically underrepresented groups who were initially screened out because they failed to meet local-

Before the selection process begins, the Chief Personnel Officer will analyze the composition of the qualified applicant pool to ensure that the goals established in the district's diversity plan may be furthered and that members of historically under - represented groups are not adversely impacted.

ly established qualifications are in cluded in the applicant pool where such applicants may be expected to meet these additional qualifications through appropriate training or experience within a reasonable length of time;

c. the filling is postponed;
d. the Superintendent-President makes an interim appointment.

• When the applicant pool is sufficiently representative to begin the selection process, personnel staff monitor the progress of that pool and its ethnic/gender constitution through each stage of the selection process. If at any stage the number of historically under-represented group candidates is reduced to zero, the Chief Personnel Officer intervenes to discuss the pool with the selection committee chairperson. Efforts will be made to review the candidacy of the highest ranking minority or female candidates and include one or more of those applicants in the next stage of the selection process. If the candidates sent to the Superintendent-President for final selection do not include protected group members, the Superintendent-President may meet with the committee chair to review alternatives. The process may continue as scheduled, or the highest ranking minority candidate may be included, or the option to reopen may be taken.

6. COMMITTEE SELECTION AND ORIENTATION

• Committee Selection.
The Committee shall consist of the immediate supervisor of the position, one classified member from within the same department, one classified member from another department, one member selected by Personnel Services, and other members as deemed appropriate by the administrator of the open position working with the Chief Personnel Officer.

The (Selection) Committee shall consist of the immediate supervisor of the position, one classified member from within the same department, one classified member from another department, one member selected by Personnel Services, and other members as deemed appropriate...

• Committee Orientation.
Usually within two days of a position closing the Chief Personnel Officer arranges a mandatory orientation meeting for all selection committee members. The meeting covers five areas as indicated on the Selection Procedures Orientation Form provided to each committee member:

a. Overview of position by manager/supervisor
b. Overview of applicant pool by personnel staff
c. Screening procedures
d. Interviewing procedures
e. Affirmative action/staff diversity goals and considerations

The second and fifth sections in this list relate directly to staff diversity. In the "overview of the applicant pool," personnel staff explain how the pool meets staff diversity guidelines in terms of the percentage of minority and female applicants. In the "affirmative action considerations" section, staff cover the importance of achieving goals and sensitize committee members to the importance of this particular position in achieving those goals. At this point it is also explained that if most or all protected group members are eliminated at any stage of the selection process, personnel staff will intervene to discuss the status of the pool with the selection committee chair. A possible result will be adding one or more protected group members back into the pool or, conversely, canceling the process and reopening the position. Membership in a historically underrepresented group may be taken into consideration as a selection criterion for candidates who also meet minimum qualifications.

- **Interview Questions.**

At the Orientation Meeting, committee members will begin the process of developing interview questions. Screening cannot begin until the questions have been completed.

7. SCREENING

Each committee member is given a screening form for each candidate preprinted with the candidate's name and the major criteria, derived from the job announcement, that will be the basis for screening. The Personnel Technician tabulates and summarizes the ratings, and the committee as a whole determines which candidates will be advanced to interview.

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8. INTERVIEWING

- **Interview Procedures.**

Each committee member is given an interview form for each candidate preprinted with the candidate's name. Interview questions have been pre-approved for non-bias and job-relatedness by the Chief Personnel Officer. Candidates may be given a written copy of the questions fifteen minutes before the beginning of the interview. Follow-up questions are permitted strictly in response to candidate's answers to established questions.

- The Selection Committee advances top candidates, usually three, for final interview. The final interview team is composed of the committee chair or designee and the administrator for the position. The Superintendent-President may elect to participate in the final selection.

- Prior to or concurrent with the final interviews, the Chief Personnel Officer, assisted by Personnel Technicians, will conduct reference checks.

9. FINAL SELECTION

- The Personnel Technician will notify final candidate of her/his selection. After the candidate has accepted the job offer, the Chief Personnel Officer will place the name of the successful candidate on the BOT Agenda for approval to hire.

- The committee chairperson is responsible for the completion of all forms and paperwork related to the screening and interview process.

- The Personnel Technician will contact unsuccessful finalists by telephone and all other candidates by form letter in a timely manner.

- The Chief Personnel Officer will maintain file information on each selection process and deal with all complaints regarding the process.

10. EVALUATION OF SCREENING/SELECTION PROCESS

The Chief Personnel Officer will work with the committee chairperson to monitor all stages of the selection process for adverse impact, i.e., any conditions or events that work against equal employment opportunity.

The Personnel Technician will notify final candidate of her/his selection. After the candidate has accepted the job offer, the Chief Personnel Officer will place the name of the successful candidate on the BOT Agenda for approval to hire.

Appendix D

Campus Climate

College of the Canyons presents a unique environment in which all members of the college community can get involved in setting the direction of the college for the future. The college community includes faculty, administrators, managers, members of the technical and clerical staff, professionals and students. The opinions, ideas, solutions, and interests of all members of the campus community need to be heard. They are provided opportunities to be involved in the governance of the college.

Collegiality and professionalism are valued at College of the Canyons, as are honesty, fairness, forthrightness, consistency and respect. We value the importance of providing purposeful and courageous leadership. That's why we provide opportunities for all groups to be represented and encourage involvement through active participation in the decision-making structure. In order to ensure that we function to the best of our potential, we strive to demonstrate behaviors (listed below) which we believe are critical to creating a campus climate conducive to successful governance and the achievement of outcomes to the benefit of student learning and development.

Collegiality and professionalism are valued at College of the Canyons, as are honesty, fairness, forthrightness, consistency and respect.

We encourage all members of the College community to:

1. Utilize personal communication (not a telephone tree or serial transmission)
2. Provide accurate and complete information in a timely manner
3. Avoid not only conflict of interest, but also the appearance of it
4. Check out all assumptions to verify accuracy before jumping to conclusions
5. Confront the rumor mill
6. Demonstrate consistency and objectivity in behavior
7. Be honest at all times
8. Be fair to all parties even if it diminishes one's own case
9. Separate criticism of a person's behavior from criticism of the individual him/herself
10. Be open and provide access to information (no secrets) on the part of all players
11. Provide an openness to participation in committees and an

opportunity for staff to provide input on issues that relate to them

12. Clearly define the expectations of all players, and if you criticize, have the courage to explain your point of view

13. Ensure timely feedback on decisions that are made

14. Create an environment that endorses the freedom to take risks, to be active and to be innovative without fear of retribution

15. Clearly communicate and promote the understanding of channels of communication (organizational charts) that are functional

16. Display a mutual respect for one another

17. Demonstrate a sense of humor and desire to have fun

18. Create an interest and respect for the bigger picture and how all of the parts work together

19. Demonstrate a respect for the broad-range of decision styles present in an organization

20. Behave in ways that are consistent with our institutional values, mission statement, and basic tenets for the college's operation as developed by college-wide staff

21. Remain flexible enough to respond to changing variables in the environment

22. Demonstrate positive regard for one another despite individual differences

23. Behave ethically

24. Communicate, up, down and across the college

25. Ensure an absence of favoritism in dealing with staff members and constituents-remaining unbiased at all times

26. Employ truthfulness

27. Recognize that leadership occurs at many levels in the college and not just at the top

28. Provide staff development and training which prepares people to be effective in meetings (as chairs and committee members)

29. Work consistently to make people feel important, included and energized

30. Constantly and publicly renew our commitment to quality

31. Work to portray an attitude of collegiality and professionalism

32. Exhibit behavior that promotes the consistent application of policies and procedures

Demonstrate a sense of humor and desire to have fun. Celebrate the opportunities and achievements that come about from working together toward common interests.

33. Promote the personal integrity and professionalism of all staff

34. Work to provide technical and managerial support so others may accomplish objectives for which they are accountable

35. Acknowledge professional accomplishments and contributions to the college and community and provide opportunities for personal growth

36. Avoid situations that pressure employees into compromising their rights and values

37. Demonstrate honesty in reporting college operations and needs

38. Honor agreements and maintain confidential information

39. Foster a sense of relationship

40. Avoid acting on hidden agendas

41. Tolerate error! Don't expect perfection

42. Use a high level of questioning, asking and listening

43. Work to clearly understand group structure

44. Pay attention to group maintenance

45. Observe the following principles of empowerment:
    - Give people important work to do
    - Give people discretion to do their work
    - Give people resources with which to do their work
    - Give people recognition and praise
    - Make people feel their survival is in their own hands
    - Build task skills in people
    - Encourage people to work in teams
    - Welcome change

46. Celebrate the opportunities and achievements that come about from working together toward common interests. Recognize success!

47. Avoid surprises

48. Listen with an open mind and attempt to understand, despite preconceptions

49. Build lasting relationships

50. Keep things in proper perspective

Work consistently to make people feel important, included and energized.

Appendix E

General Comments:
• Collegial Consultation Process

Committed, Purposeful Membership

In order for the collegial consultation process to work, all of the steps in the process must be clear and the roles and responsibilities of individuals who are team members must be completely understood. To ensure success, the following are necessary:

COMMITTED TEAM MEMBERS

Everyone assigned to teams within the process should understand the dynamics of working as a team and "buy-in" to the following ideals:

- Come prepared and participate.
- Value the unity of the team.
- Listen to the contributions and reactions of fellow team members. Refrain from interrupting.
- Commit to achieving the team purpose.
- Keep actions purposeful.
- Make sure the recorder's key words express the intent.
- Don't let ego get too involved in the problem-solving process.
- Take responsibility for changing nonconstructive habits or negative attitudes that are limiting any member of the team.
- Present staff positions as clearly as possible and avoid blindly arguing for individual ideas.
- Avoid changing one's mind just to agree and avoid conflict. Support only ideas one can live with.
- Acknowledge and accept differences of opinion that improve the team's chances of reaching the best solution.
- Look for the next most acceptable alternative that all team members can live with, when the team reaches a stalemate.

Acknowledge and accept differences of opinion that improve the team's chances of reaching the best solution.

ACCESS TO MEETINGS

Schedules of meetings should come as no surprise to participants. Meetings should be set on regular schedules.

All meetings, with the exception of personnel, negotiations and litigation sessions, are open to all members of the college community.

Meetings should be at a set time (if at all possible). It is a good idea to establish a schedule for recurring meetings (i.e. third Tuesday of each month - 3 p.m.) so as to support coordination of committee scheduling across the campus. Meeting times should be set by the collegial consultation teams themselves and not an outside entity.

A distinction will be made between the size of collegial consultation teams that primarily are for discussion and distribution of information and those that are primarily concerned with forwarding specific recommendations to the Superintendent-President. Those committees concerned with formulating recommendations will strive to be smaller in size.

The composition of each collegial consultation team is to be determined by the coordinating team which consists of the Superintendent-President, the Academic Senate President, the COCFA President, the Associated Student Government President, the Classified Coordinating Council Chair, the CSEA President and a MAC representative.

OPERATIONS

Teams should establish a structure and processes which are clearly understood by all team members.

- When possible, each decision-making team will set its new schedule in advance.
- When appropriate, decision-making teams should have co-chairs. These collegial consultation team co-chairs will have the responsibility for determining agendas, membership, procedures, meeting times (if not designated), as well as for presiding at meetings.
- Each collegial consultation team will establish a set procedure to determine decisions/recommendations (voting, discussion, consensus).

The work of teams is important work. Record progress and don't keep it a secret!

DISSEMINATION OF INFORMATION

The work of teams is important work. Record progress and don't keep it a secret!

- Every collegial consultation team will designate a recorder for the purpose of summarizing the meeting's activities and recommendations.
- The recorder of every collegial consultation team should distribute copies of notes to the Superintendent-President's office, the Academic Senate President, COCFA President, Classified Coordinating Council Chair, CSEA President, Associated Student Government President and for posting in the mail room as well as on the Internet.
- Recommendations that are rejected, overturned, or modified by the Superintendent-President (or designee) shall be reported back to the appropriate governance team.

APPEALS

Disagreements are a fact of life. If strong opinions exist, there are avenues of recourse.

- If an individual or collegial consultation team decides to appeal the recommendation of a collegial consultation team, that appeal shall be directed initially to that body.
- If the appellant is dissatisfied with the results of appeal, a request for a hearing may be made to the College Planning Team.
- The College Planning Team shall hear the appeal, including all supporting evidence provided by the academic committee or collegial consultation team whose decision is being appealed.
- The recommendation of the College Planning Team will be forwarded, while backed up with reasoning, to the Superintendent-President for a final decision.
- Any action of the Planning Team may be appealed directly to the Superintendent-President.

A "Decision-Making Coordinating Team" consisting of the Superintendent-President, COCFA President, Academic Senate President, Classified Coordinating Council Chair, CSEA President, and Associated Student Government President will meet as a consensus committee to discuss decision-making process issues and common interests in order to continually improve the decision-making processes.

The College Planning Team shall hear the appeal, including all supporting evidence provided by the academic committee or collegial consultation team whose decision is being appealed.

Glossary

Definitions of Frequently Used Terms, Acronyms & Concepts

WHAT DOES "CPT" STAND FOR?

Community colleges have a language unto their own! With acronyms, terms defined in statute but not in the dictionary, and our own local COC talk, navigating our system can be a challenge indeed! Presented herein are definitions of frequently used terms, acronyms, and concepts you'll encounter as you chart your course at COC.

AA
Affirmative Action.

AADEC
Affirmative Action, Diversity & Equity Consortium.

AB 1725
This is the Community College reform legislation passed in 1988. The provisions of it are now contained in the Education Code and in Title V.

ACCCA
Association Of California Community College Administrators.

Accounting
The process of identifying, measuring, and communicating financial information to permit informed judgments and decisions by users.

ACHRO/AA
Association Of Chief Human Resources Officers/Affirmative Action Officers.

ADA Base Revenue
Division of distribution of resources according to a predetermined plan.

ADEA
Age Discrimination In Employment Act.

ADR
Alternative Dispute Resolution.

Allocation
The amount of funds a district receives for ADA generated.

Apportionment
Federal or state taxes distributed to college districts or other governmental units according to certain formulas.

Appropriation
An allocation of funds made by a legislative or governing body for a specified time and purpose.

Assessed Value
The value of land, homes or businesses set by the country assessor for property tax purposes. Assessed value is either the appraised value of any newly built or purchased property or the value on March 1, 1975 of continuously owned property, plus an annual increase. This increase is tied to the California Consumer Price Index but may not exceed 2%.

Average Daily Attendance (ADA)
The unit that was use prior to FTES as the basis for the computation of State Apportionment for California Community Colleges. One requirement of State law is that the regular day college must be maintained not less than three hours per day per five-day college week for 35 weeks (9175 days times 3 hours per day = 525 hours).

Auxiliary Operations
Food Service and dormitories are considered auxiliary operations.

Base Year
A year to which reference is made when projection a current condition.

Block Grant
A fixed sum of money, not linked to enrollment/ADA (now FTES) measures, provided a college district by the State.

Board of Governors
The statewide governing board of the community colleges. The members are appointed by the Governor. The Board hires the Chancellor of the California community Colleges and makes policy decisions that affect all districts. The Board may be directed by the Legislature to regulate certain matters and it may choose to regulate others.

Board of Trustees
The local governing board of each community college district. Its members are elected from the service area. The board hires the chief administrator of the district and directs the operations of the district. It makes policy decisions that are permitted or mandated at the local levels.

Budget
A plan of financial operation for a given period for a specified purpose consisting of an estimate of revenue and expenditures. (Ideally an educational plan expressed in dollars.)

Budget Act
The legislative vehicle for the State's budget appropriations. The Constitution requires that it be passed by a two-thirds vote of each House and sent to the Governor by June 15 each year. The Governor may reduce of delete, but not increase, individual items.

Budgeting
The process of allocating available resources among potential activities to achieve the objectives of an organization.

Categorical Funds
Funds received by a district for a certain purpose which can only be spent for the purpose. Examples: funding to serve students wit disabilities (DSPS) or the economically disadvantaged, low-income (EOPS), deferred maintenance, instructional capital and matriculation.

CalPERS
California Public Employees Retirement System-a state retirement system for all classified and confidential employees of the District.

CFIER
California Foundation For Improvement Of Employer-Employee Relations.

CFRA
California Family Rights Act.

Chart of Accounts
A systematic list of accounts applicable to a specific entity.

CISAR
Computer Information Storage and Retrieval.

COBRA
Consolidated Omnibus Budget Reconciliation Act.

COC Foundation
A non-profit, tax-exempt organization responsible for soliciting and investing private donations to the District. The COC Foundation is located in building X6 located immediately north of the Student Center, east of the gym (with Personnel Services).

COCFA
College of the Canyons Faculty Association-the collective bargaining agent for all faculty employees in the District.

COLA (Cost of Living Adjustments)
An increase in funding for revenue limits or categorical programs. Current law ties COLAs to indices of inflation, although different amounts are appropriated in some years.

Confidential Employees
Employees who have, as a part of their classified duties, access to information relating to employer-employee relations in the District. These employees are not members of the classified bargaining units.

Consumer Price Index (CPI)
A measure of the cost of living compiled by the United States Bureau of Labor Statistics. These indices of inflation are calculated regularly for the United States, California, some regions within California, and selected cities. The CPI is one of several measures of economic change.

Course Classification
All courses offered by a college are classified by area (Examples: Letters and Science, Vocational, Community Services, etc.) by credit given, and by transferability, and this information is routinely submitted to the State Chancellor's Office.

CRA
Civil Rights Act.

CSEA
California School Employees Association, a statewide organization that represents classified employees of the district. These include service and skilled crafts workers.

CTA
California Teachers Association.

Current Expense of Education (CEE)
ECS 94362-The current General Fund operating expenditures of a community college district, excluding expenditures for food service, communi-

ty services, object classifications 6000 (except equipment replacement) and 7000 and other costs specified in law and regulations.

Datatel
The company that produced and updates the College's management information system. The product that the College purchased from Datatel is called Colleague. Colleague is an integrated database that manages student, curriculum, financial, and personnel information. To make Colleague relevant to COC, our programmers had to engage in significant modifications. These modifications, combined with the rules and terms specific to COC, have resulted in a significantly different system. As such, the team that implemented Colleague has renamed the system to CISAR. CISAR is an acronym that stands for Computer Information Storage And Retrieval. Note that the acronym uses the letters found on the major buildings on campus.

Deferred Maintenance
Major repairs of buildings and equipment which have been postponed by college districts. Some matching state funds are available to districts, which establish a deferred maintenance program.

DFEH
Department Of Fair Employment & Housing.

Differential Funding
A system whereby a program or activity generates revenue based on a formula or allocation without specifying where and how the funds must be spent.

DOJ
Department of Justice Education "Ed" Code, contains California law governing education in the state. The sections most frequently referenced dealing with employees in community colleges are sections 87000 through 88270. It can be accessed in hard copy in the President's Office or the Library. It is available on the Internet at:

ftp://leginfo.public.ca.gov/pub/code/edc/

EDD
Employment Development Department.

EEO
Equal Employment Opportunity.

EEOC
Equal Employment Opportunity Commission.

Encumbrances
Obligations in the form of purchase orders, contracts, salaries and other commitments for which part of an appropriation is reserved.

Ending Balance
A sum of money available in the district's account at year's end after subtracting accounts payable from accounts receivable.

Enrollment/ADA (FTES) Cap
A limit on the number of students (ADA-now FTES) for which the state will provide funding.

EOPS
Extended Opportunities Programs and Services.

EPA
Equal Pay Act.

Equalization
Funds allocated by the Legislature to raise districts with lower revenue limits toward the statewide average. Equalization deals with unequal community college funding by the State of California. For a number of years, colleges like College of the Canyons have received fewer funds per full-time equivalent student (FTES) than other community colleges. This is the unfortunate result of a funding formula that has long outlived its usefulness.

Estimated Income
Expected receipt or accruals of moneys from revenue or non-revenue sources (abatements, loan receipts) during a given period.

Expenditures
Amounts disbursed for all purposes. Accounts kept on an accrual basis include all charges whether paid or not. Accounts kept on a cash basis include only actual cash disbursements.

FEHA
Fair Employment Housing Act.

FLSA
Fair Labor Standards Act.

FMLA
Family Medical Leave Act.

Fifty Percent Law
Requires that fifty percent of district expenditures in certain categories must be spent for classroom instruction. Not counted herein are librarians,

counselors, faculty release time and all classified staff.

Foundation Program
An early funding principle for the colleges that set a revenue floor per ADA funded from a combination of state and local course. The district's local board could raise money beyond that amount through local taxation.

FSA
Faculty Service Area.

F&SD
Faculty & Staff Diversity

FTE
Full-time equivalent.

FTEF
Full-time equivalent faculty.

FTES
Full-time Equivalent Student-the number of students in attendance as determined by actual count for each class hour of attendance. FTES is calculated as follows:

WSCH
(Weekly Student Contact Hours) x 17.5 ∏ 525 contact hours = FTES.
Colleges are funded at different monetary levels for each FTES. *(See history of community college funding.)*

Fund
An independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein.

Fund Balance
The difference between assets and liabilities.
General Fund
The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds.

HEERA
Higher Education Employment Relations Act.

HMO
Health Maintenance Organization.

HRIS
Human Resources Information System (COC).

HRS
Human Resources System-a computer-based system that contains position control, personnel, and payroll data on all district employees.

IDL
Industrial Disability Leave.

Inflation Factor
An increase in apportionment provided by the state to reflect the increased cost of operation due to inflation.

IP
Injury & Illness Prevention Program.

IRCA
Immigration Reform And Control Act.

ISP
International Student Program.

KSAs
Knowledge, Skills And Abilities.

LACOE
Los Angeles County Office Of Education.

Load
Load references include the workload of faculty and such things as class size, load factor, number of preparations per semester, number of classes per year, and other such assignments as they pertain to hours and/or conditions of employment. *(See the COCFA/District Agreement for detailed information.)*

Lottery
Approved by voters in November 1984, lottery games began in October 1985. The minimum of 34% of lottery revenues distributed to public schools and colleges must be used for "education of pupils." Lottery income has added about 3% to 4% to community college funding.

Mandated Costs
District expenditures that occur as a result of federal or state law, court decisions, administrative regulations, or initiative measures.

Marginal Funding
A procedure whereby the gain or loss in funds for

growth or decline in ADA is computed at a rate that is less than the average revenue per ADA.

MQs
Minimum Qualifications.

NIDL
Non-Industrial Disability Leave.

NLRB
National Labor Relations Board

Noncredit ADA
ADA earned in noncredit courses, generally adult education.

Object Code
Expenditure classification category of an item or a service purchased.

OCR
Office of Civil Rights.

OFCCP
Office of Federal Contract Compliance Program.

OSHA
Occupational Safety and Health Act.

Outlook
Software used to read e-mail messages at COC.

PAC-B
President's Advisory Council-Budget.

Part-Time Faculty Employee (Adjunct Faculty)
Any faculty employee who is employed pursuant to Ed. Code Section 87482.5 for no more than 60 percent of the semester load of scheduled duties for a full-time regular employee having comparable duties.

PARS
Public Agency Retirement System

Per Capita Personal Income
Income before taxes as estimated by the U.S. Department of Commerce.

PERS
Public Employees Retirement System, a state retirement system for classified and confidential employees, including classified administrators and supervisors. The employee contributes 7% and the District contributes 0%.

PDL
Pregnancy Disability Leave.

PERB
Public Employees Relations Board

PFE
Partnership for Excellence-a mutual commitment by the State of California and the California Community Colleges to significantly expand the contribution of the community colleges to the social and economic success of California. The goals of PFE are to:

- Increase the number of transfers and rate of transfer of students;
- Increase the number of associates degrees awarded;
- Increase the number of certificates awarded;
- Increase the rate of successful course completions;
- Increase the number of businesses served through contract education or the number of employees being trained in our community.

P.O.S.
Point Of Service.

Proposition 13
An initiative amendment passed in June 1978 adding Article XIII A to the California Constitution. Tax rates on secured property are restricted to no more than 1% of full cash value. Proposition 13 also defined assessed value and required a two-thirds vote to change existing or levy other new taxes.

QME
Qualified Medical Examiner.

Reserve
That portion of the ending balance that is not encumbered for specified projects or other expenditures.

Reserves
Funds set aside in a college district budget to provide for future expenditures or to offset future losses, for working capital, or for other purposes.

Restricted Funds
Money that must be spent for a specific purpose either by law or by local board action.

Revenue
Income from all sources.

Revenue Limit
The specific amount of student enrolment fees, state and local taxes a college district may receive per pupil for its general education budget. Annual increases are determined by Proposition 98 formula or the Legislature.

SCR
Selection Committee Representative.

SEA
School Employers Association.

Shortfall
An insufficient allocation of money, requiring an additional appropriation or resulting in deficits.

SOUTHERN 30
Human Resources Information Exchange Consortium.

Split Roll
An allocation of state money to a district, determined by multiplying the district's total ADA (FTES) times its base revenue per ADA (FTES).

State Apportionment
A fixed sum of money, not linked to enrollment/ADA (now FTES) measures.

STRS
State Teachers Retirement System-the state retirement system for faculty employees and educational administrators. The employee contributes 8.25% and the District contributes 8%.

Subventions
Provision of assistance or financial support, usually from higher governmental units to local governments or college districts, for example, to compensate for loss of funds due to tax exemptions.

Sunset
The termination of the regulations for a categorical program or regulation.

TD
Temporary Disability.

Tech Support
Computer hardware and software maintenance and instruction provided by the employees and equipment in the Technology Center.

Tidelands Oil Revenues
Money from oil on state-owned lands. When available, some of the revenues are appropriated for community college capital outlay needs.

Title V
Title V is the Education Title of the California Code of Regulations. A regulation is a rule adopted by a state regulatory agency to implement, interpret, or make specific the law enforced or administered by it or to govern its procedures. Title V regulations have the force of law. Regulations for community colleges are found in Division 6 beginning with #50001. It can be accessed in hard copy in the President's Office or the Library. It is available online at *ftp://leginfo.public.ca.gov/pub/code/edc/*

TOP Code
Taxonomy of Programs code number used in budget. All instruction programs are categorized into a TOP code-vocational or transfer. Vocational programs are eligible for funds that transfer programs are not.

Unemcumbered Balance
That portion of an appropriation or allotment not yet expended or obligated.

Unfunded FTES
FTES generated in excess of the enrollment/FTES cap.

UI
Unemployment Insurance

VSP
Vision Service Plan

WSCH
Weekly Student Contact Hours-the measure by which our funding is computed:

Number of Students x Number of Weekly
Student Contact Hours = WSCH.

COLLEGE OF THE CANYONS

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U.S. Department of Education
Office of Educational Research and Improvement (OERI)
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